

INTERNATIONAL CONFERENCE ON EDUCATIONAL
RESEARCH

**Confronting Contemporary Educational
Challenges Through Research**

PATRAS, 30 JUNE - 2 JULY 2017



Contact: uperc2017@gmail.com
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University of Patras
M.A. Department of Education



PROGRAMME AND ABSTRACTS BOOK

2017 International Conference on Educational Research: Confronting Contemporary Educational Challenges through Research

Welcome Statement from the Director of Graduate Studies

I am pleased to welcome all of you to the 2017 International Conference on Educational Research.

Critical inquiry, solid theoretical and ethical foundations, and sound methodological practices are fundamental to all good researchers. This conference provides an international cadre of researchers the opportunity to present their research, discuss new approaches and benefit from questions and discussions on a variety of research topics.

This conference is organized by our postgraduate students. Everything from the conference theme, poster design, development of the website, responsibility and execution of all communication contacts, deciding on and setting up the program and everything else involved – is their work. This is **THEIR** conference. We are all very excited about the conference and will do our best to ensure that your participation will be as exciting and pleasant as possible.



Best Regards,
Ioannis M. Katsillis
Director of Graduate Studies

Conference Scientific Committee

University of Patras, Department of Primary Education

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Julia-Athena Spinthourakis, Professor
Ioannis Kamarianos, Associate Professor
Stephanos Vassilopoulos, Associate Professor
Kleopatra Diakogiorgi, Assistant Professor

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Conference Secretariat: Anthi Adamopoulou, Nikos Koutsaggelos

General Information

Registration Desk: The registration desk will open at 13:30 in the Department of Primary Education on the ground floor. *Note: On June 30th (17:30-18:00), registration desk will also be located in the Science and Technology Museum.*

Presentation Rooms: All rooms for oral presentations are located in the Department of Primary Education. Rooms **Iosif Solomon**, **Maria Miraziezi** and **T21** are located at the 1st floor, while **T11** at the ground floor.

Welcome Address & Keynote: These will take place in the **Science and Technology Museum** which is located near the Department of Primary Education. For more information about its location see the map below.

Posters: Posters will be hung on announcement boards on the 1st floor in the Department of Primary Education. The presenters will be available during the poster session.

WiFi Access: WiFi access is limited. If you need to use WiFi, please contact the Organizing Committee at the registration desk.

Coffee Breaks: Coffee will be served for delegates during conference breaks. The coffee stations will be located on the ground floor of the Department of Primary Education.

Conference Dinner (Optional): The Dinner will take place on Saturday, 1st July 2017, at 21:00 in the restaurant “Parko Irinis”-University Campus. The conference dinner is not included in your registration. The price (per person) for the conference dinner is 15€. You can pay upon arrival/registration to the Conference.

University of Patras Conference Venue Map



Conference Venue Information

The *University of Patras* was founded in the city of Patras in 1964 and it began functioning in the Academic year of 1966-67. This contributed vastly to the decentralization of Academic Education in Greece. The University of Patras includes 24 Departments, with a large number of sectors and disciplines, which operate 112 laboratories and 14 fully equipped clinics. It has 28,727 Undergraduate and 3,959 Postgraduate students, a total of 727 faculty members, 146 Teaching and Technical staff and 457 Administrative Personnel.

The *Department of Primary Education* was established in 1982 and began offering courses towards a four-year university degree during the academic year 1986-1987. The Department's responsibility is to foster and further the Sciences of Education through academic teaching and research. Its fundamental objective is to educate teachers both at the undergraduate and graduate levels and to equip them with the necessary qualifications and skills in order to enable them to work in schools and other educational establishments. The Department undertakes extensive research in education related fields that are linked to the interests of each division. The Department also is actively involved in continuing education and in-service teacher training.

The *Science and Technology Museum* is a friendly object-oriented environment of non-formal education for different types of public. Through targeted actions it approached different publics, such as the educational community, young, elderly, disabled people etc. and society (42.000 visitors in 2016) and managed to connect the three levels of education, using interactive and experimental activities. The museum opened in 2009 with a core goal to connect Patras University with Society. It focuses on scientific and technological literacy of public school and university students & the society and opens challenges and opportunities for experimentation, collaboration and innovation.

The *Nafpaktos Choir* was founded in 1987 and at the present time has more than 60 active members. It has a permanent cultural presence in the city of Nafpaktos, both nationwide and internationally. The Nafpaktos Mixed Choir has a rich repertoire and has performed ecclesiastical, classical, as well as major works of Greek composers. The artistic direction of the Nafpaktos Mixed Choir has been conducted by the Orchestra and Chorus Director, Maestro Todor Kabakchiev, since May 1997.

The *Folklore Dancing Club of Patras* was founded in 2009 and currently has over 300 active members. The dynamic presence of dance and music departments aims to keep the cultural heritage alive and to promote Greek tradition through continuous dance performances in the Achaia region and beyond.

Program “At a Glance”- Friday, June 30th 2017

DEPARTMENT OF PRIMARY EDUCATION

13:30-14:30

Registration

14:30-17:30

Parallel Sessions 1 & 2

Room: SOLOMON

**Room:
T21**

Room: MIRAZIEZI

Parallel Sessions

14:30-16:00

SESSION 1.1

SESSION 1.2

SESSION 1.3

Art & Education

Educational Practices: Teaching & Learning

**Professional Development and
Teacher Training**

Parallel Sessions

16:00-17:30

SESSION 2.1

SESSION 2.2

SESSION 2.3

Educational Policy

Contemporary Psychological Issues in Education

**Curriculum, Disciplines and
Instruction in Education**

MUSEUM OF SCIENCE AND TECHNOLOGY

17:30-18:00

Registration

18:00-18:30

Welcome Address

18:30-19:30

Keynote Lecture: **Affirming Language Diversity through Translanguaging**
Professor John N. Spiridakis

19:30-20:00

Nafpaktos Mixed Choir

20:00-20:30

Welcome Reception - Drinks

Program “At a Glance”- Saturday, July 1st 2017

DEPARTMENT OF PRIMARY EDUCATION

	Room: SOLOMON	Room: T21	Room: MIRAZIEZI
	Parallel Sessions		
9:00-10:30	SESSION 1.1 Educational Policy	SESSION 1.2 Information and Communication Technology (ICT) in Education	SESSION 1.3 Language: First, Second and Foreign Language teaching and learning
	Parallel Sessions		
10:30-12:00	SESSION 2.1 Professional Development and Teacher Training	SESSION 2.2 Special education and Learning Disabilities	SESSION 2.3 Identity Issues
12:00-12:30	COFFEE BREAK		
	Parallel Sessions		
12:30-14:00	SESSION 3.1 Psychology and Counselling	SESSION 3.2 Diversity and Education: Interculturalism-Multiculturalism	SESSION 3.3 Educational Practices: Teaching & Learning
14:00-15:30	LIGHT MEAL - COFFEE		

Program “At a Glance”- Saturday, July 1st 2017

DEPARTMENT OF PRIMARY EDUCATION

Parallel Sessions

15:30-17:00

SESSION 4.1

**Special Education and Learning
Disabilities**

SESSION 4.2

**Information and Communication Technology (ICT)
in Education**

SESSION 4.3

**Educational Practices: Teaching &
Learning**

Parallel Sessions

17:00-18:30

SESSION 5.1

**Relationships in Various
Educational Settings**

SESSION 5.2

**Language: First, Second and Foreign Language
Teaching and Learning**

SESSION 5.3

**Educational Practices: Teaching &
Learning**

18:30-20:00

Posters' Session– 1st FLOOR,Department of Primary Education
Films – Room: SOLOMON

20:30-23:00

Conference Dinner (*optional*)
Folklore Dancing Club of Patras
Restaurant - PARKO IRINIS - Campus University

Program “At a Glance”- Sunday, July 2nd 2017

DEPARTMENT OF PRIMARY EDUCATION

Room: SOLOMON

**Room:
T21**

Room: MIRAZIEZI

Parallel Sessions

10:00-
11:30

SESSION 1.1

SESSION 1.2

SESSION 1.3

**Educational Practices: Teaching &
Learning**

**Diversity and Education:
Interculturalism-Multiculturalism**

**Language: First, Second and Foreign
Language Teaching and Learning**

11:30-
12:00

COFFEE BREAK

Parallel Sessions

12:00-
13:30

SESSION 2.1

SESSION 2.2

SESSION 2.3

Virtual papers

**Diversity and Education:
Interculturalism- Multiculturalism**

**Educational Practices: Teaching &
Learning**

13:30-
14:00

CONFERENCE CLOSING SESSION in **ROOM T11**

14:00

Presenters and participants may pick up their CERTIFICATES from the registration desk.

Keynote Lecture

Friday, June 30th 2017

Museum of Science and
Technology

18.30 to 19.30

Affirming Language Diversity through Translanguaging

Professor John N. Spiridakis



KEYNOTE ABSTRACT: Affirming language diversity in the current political and economic climate in the United States and in other countries faces new and deeper challenges. However, in the quest for attaining language and cultural diversity, researchers have promulgated pedagogies responsive to the classroom realities of multilingualism in communities where they exist. One such pedagogical tool and concept is “translanguaging,” a set of linguistic and language practices that provides for “linguistic flexibility”, affirms bilingualism and the actual practices of bilinguals. We look at its underlying theories, historical

roots, followed by ideas for pedagogy and assessment along with implications of how practices may be used in many diverse classroom contexts in which we find bilinguals, both in the US and beyond.

BIOGRAPHICAL NOTE: Dr. John N. Spiridakis is a professor in St. John’s University, School of Education (New York), teaches and serves as Coordinator Graduate level education programs in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education. He leads 10 Graduate Education Programs he initiated, including the Distance Learning option and Global TESOL. He also directs several research and development projects including two funded by the U.S. Department of Education (USDOE): Project WIN, a National Research and Professional Development Program in TESOL and Project LEADER, a National Research and Professional Development Program to prepare school administrators with certification in both School Based Leadership and in TESOL.

Dr.Spiridakis received a B.A. from State University of New York at Stony Brook, the MS. and Ph.D. degrees from the Florida State University and a Juris Doctor from Cardozo Law School. He has numerous publications and presentations at international, national and local conferences in the field of education for language minority groups. He has been certified as an Impartial Hearing Examiner in Special Education, is the recipient of St. John’s Faculty Recognition Award, and Special Recognition Award by the Office of Grants and Sponsored Research (OGSR).

ABSTRACTS BOOK

SESSION 1.1: Art & Education**Paper 1: Visual & Applied Arts in Primary Education**

Ioanna Mitsoula, Xenia Arapaki, University of Patras

Visual arts appear in the field of primary education both as a separate teaching subject in school and as a cross-curricular support tool for other school subjects, such as language, mathematics, history etc. The purpose of teaching Visual Arts is for the student to explore visual arts and create his own compositions of great aesthetic value. Apart from painting, which belongs to the visual arts, applied arts, such as pottery, iconography, weaving, woodcraft and decoration are included in the curriculum without being identified as “applied arts”. After a long searching in literature, we have reached the conclusion that there are so little written documents regarding the difference between visual and applied arts in primary education. Therefore, it is a teachers’ primary responsibility to make students distinguish the difference between visual and applied arts. Primary education faculties all over our country dispose their own art education sectors, where future teachers should receive relevant training. The purpose of this research is to investigate the teachers’ and students of primary education conceptions on issues related to the separation between visual and applied arts. Fifty teachers and one hundred and fifty-five students of the last two grades of elementary schools in Patras participated in a written survey. The results highlighted: a) the teachers’ lack of knowledge concerning the separation between visual and applied arts, b) few teachers who had attended art courses were better prepared to answer the relevant questions, c) the teachers’ lack of training regarding visual and applied arts is compatible with the poor knowledge and the confusion of students to recognize visual and applied arts. For all these reasons, we need to design and implement training curricula for teachers, who through the transformation of knowledge will be able to indicate the similarities and differences between the applied and visual arts to their students.

Keywords: visual arts, applied arts, teachers’ conceptions, students’ conceptions

Paper 2: Photograph from September 11th by Szymborska or a discussion about designing classes on the most important problems of the contemporary world

Piotr Kolodziej, Pedagogical University of Cracow

The report contains a theoretical reflection and examples of practical solutions which relate to designing classes as part of a humanistic education on high school level. The author makes an assumption that the aim of humanistic education in school cannot be a transmission of ready-made knowledge about a history of literature, literary works, painting or other texts of culture. The main aim of education should be an anthropological and anthropocentric reflection which is focused on existential problems (e.g. identity and memory; freedom). The author claims that literature (and art in general) provide a unique knowledge about a human being and this knowledge cannot be gained in any other way. That is why teacher’s key tasks are: 1/ an accurate formulation of problem, 2/an accurate choice of cultural texts (e.g. literature, painting, philosophy), 3/ creating optimal conditions for interpretation of works, i.e. well-thought contextual arrangements. Projects that are created in this way are supposed to provoke fundamental questions and are supposed to make it possible to formulate answers. However, they cannot give ready answers. The project described in this report is an example of a teaching method co-created and put into practice by the author (author is a literary scholar and a literature methodologist at Pedagogical University of Cracow, a co-creator of an anthropocentric concept of a humanistic education, a co-author of textbooks on culture and literature teaching at high school, and also a literature teacher in high school). The project presented in this report aims at encouraging students to discuss a dramatic existential

situation of a contemporary human being who faces a danger of terrorism or considers terrorism as a justified mean to achieve some goals. A topic of victims of terrorism and ways to commemorate them is also discussed. The author wonders why one should discuss such topics in a present-day school and how to do this. All of the materials used in this project represent an analysed contextual arrangement which creates optimal conditions for interpreting cultural texts. As part of this project conclusions are supposed to be drawn based on an analysis and interpretation of various cultural texts that have been composed after the attack on World Trade Center in New York City – these are especially literary texts (e.g. “Photograph from September 11” and “The Terrorist, he’s watching” by The Nobel Prize winner Wisława Szymborska). Plastic works, photographs, newspaper articles and fragments of philosophical discussions are also an element of the debate. The way of composing this type of arrangement has been justified in works of the most important methodologists of cultural-literary education and also in works of contemporary philosophers, anthropologists and sociologists (e.g. J. Derrida, J. Baudrillard, P. Ricoeur, H.-G. Gadamer, J. Tischner).

Keywords: humanistic education, literature, interpretation of cultural texts, terrorism

Paper 3: Education In Children's Films – Little Princess

Nilüfer Pembecioğlu, Nebahat Akgün Çomak, Galatasaray University

The children could not perceive the world as an adult could perceive it. Their perceptions, their values are just little things and these little things grow up to shape the life of the future adult as to make them ideal individuals of the society. When you ask an adult how the life was when s/he were 9 years old, probably, the adult couldn't remember all the days spent throughout the age 9. What they could only reveal would be some incidents remembered thoroughly of those times. One or two little / big event(s) of that age could symbolize the whole year for him/her. They remember how the values work at those times, the main ideas, the feelings, colors and perhaps the tastes as well as the smells. The environment and the relationships are remembered very well, sometimes in minute detail, but not in full detail. Because the perception of a child could not handle the full details at those ages. Many researches had different studies on how children perceive the films. The data proves that the children could not remember the films as a whole. They only remember some slices of the film. Each child having a different type of perception could remember a different slice. That's why, sometimes, it is difficult to classify the films as the children's films since the children could never have the chance of seeing the film as a whole until a certain age. What they remember would be just an action, a behavior or a dialogue throughout the whole film. Sometimes a song or a costume the hero/heroine wears could have an impact on the children affecting their whole life. Usually, it is believed that the children are more talented to identify themselves with the characters in the films they watch. That's why, the films could have an enormous effect on their attitudes, beliefs and lives. This paper handles the film “Little Princess” as a research topic and the reflections of the youngsters are collected throughout the research focus group. The reflections of the focus group would also be discussed through the reflection of education in the film.

Keywords: Education, Little Princess, Education Films, Intercultural, Multicultural

Paper 4: Portraying Education In Films: Idealized or Criticized Education

Nilüfer Pembecioğlu, Adnan Kılınç, Istanbul University

The age of information is having a huge impact on individuals, groups and societies. The impact of the communication, high technology and media is changing the values, dynamics and attitudes as well as expectations and behaviours. The way we get and consume the information is changing the institutions as well as the borders. For example, the borders of the classroom is not only limited with the school district, a single teacher or the walls of the class. Beyond that the whole World is becoming a single class through the distance education and MOOC possibilities covering the whole accessible information if connected with the syllabus. The world is becoming visualized through the excessive production of visuals making it easier and accessible all over the world. Not only the documentary or educational films but also the cinema films are somehow teaching something about the life, values, standards, expectations and other things. In Hollywood films, we have the family values emphasized more than ever, especially the disaster films and even science fictions. The other

films, alternatives on the other hand are criticizing the educational system and perspectives harshly. This paper attempts to analyze the cinema films regarding the reflections of education in them and how the past and present education system is handled, how it's been represented and criticized. The results seem to yield information more on the way that the image of education and educational values are completely revealing a negative approach to the current education system and the rules applied. In most of them, the victims of the current education are reflected as the teachers, students, families or the new generations. This is not only reflected through the alternative films but also the blockbuster films as well. The films are analyzed regarding the current trends in educational field to see how much of these current trends are reflected through the cinema films.

Keywords: Education Films, Cinema, Youth, Development, Education Methodology

Friday 30th June

Room T21

14.30 to 16.00

SESSION 1.2: Educational Practices: Teaching & Learning

Paper 1: Development and implementation of a didactical framework of 10+1 elements for the reinforcement of students' mathematical ability and attitude towards mathematics: Part I

Evgenios Avgerinos, Roza Vlachou, Dimitra Remoundou, University of the Aegean

Recently International assessment organizations (e.g. EECEDU, PISA) indicate poor performance in mathematics of students of many countries worldwide with different educational systems, including Greece. In the present study, a didactical framework for the reinforcement of mathematical ability and attitude towards mathematics has been developed and implemented, aiming at the inversion of the negative trends of Greek mathematics education. The proposed framework is based on eleven crucial elements, which constitute contemporary practices of mathematics education: Realistic Mathematics Education; History of Mathematics; Open and Unusual problems; Didactical Contract; Examples, Counterexamples and non-examples; Spatial ability; Mental Computations and Estimations; Representations; Interdisciplinary; Problem Posing plus the use of Technology combined with the abovementioned practices. The framework was named RhodeScript from the initial letters of the eleven elements. In the current research, these elements were creatively combined and became the basis for designing innovative teaching plans. This pilot study was carried out, aiming to investigate the effectiveness of RhodeScript framework and specifically if teaching interventions based on it could improve first grade pupils' mathematical ability regarding concepts of the curriculum and their attitudes and beliefs towards mathematics. The interventions were done in a first-grade class of a Greek primary school, in a weekly two-hour lesson for a school year, while another first-grade class was the control team. Their effect on pupils' cognitive level and attitude was measured by questionnaires and interviews. Data were analyzed with Gras's Statistical Implicative Analysis by CHIC software. According to the research findings, the interventions had an important, motivating effect on pupils. The experimental team had a more positive attitude towards mathematics compared to the pupils of the control team. Most participants declared mathematics as their favorite school subject and the hour of RhodeScript implementation as the most pleasant hour. Moreover, they had better performance in problem solving and problem posing.

Keywords: Mathematics education, didactical framework, instructional practices, students' self-confidence

Paper 2: CorfuPedia: writing the history of Corfu - an interdisciplinary project with secondary school students

Spyridon Christakis, Marios Magioliditis, Panagiotis Milionis, Nektaria Ioannou, Stathis Pouliasis, Ionian University

CorfuPedia is a wide participation school project. It began in November 2016 and due to schedule, it will be completed in June 2017. More than 100 secondary school students are currently participating along with their 11 teachers under the scientific guidance of young historical researchers from universities across the country. The main objective of the project is the creation and online publication of entries concerning the local history of the island of Corfu. More specifically, it was decided that the historical era examined would be the period 1815-1864, during which the Ionian Islands were under British Occupation. This was no random choice, as it has been observed that the Greek Wikipedia presents few entries for that era. Furthermore, the involvement of the British factor was considered that would make the subject more appealing for an audience far more broadened than the one limited in the strictly local borders. The project is supported by the Wikimedia User Group Greece and the Wikimedia Foundation within the Wikipedia in Education and Why Women Don't Edit Wikipedia? actions. The main novelty of the project is the really large number of students and schools participating. The interdisciplinarity is also vastly ranged, as the project involves subjects such as History, Informatics and Languages, both foreign and native. This was a challenge for all participants and gave the students the chance to get creatively involved in all the stages of the procedure, from research and writing to the online publication of the entries in the Wikipedia site. The benefits for the students also include raising awareness concerning the credibility of online resources and getting familiar with delicate issues such as plagiarism and copyright. The aim of this paper is to thoroughly present the project: the theoretical basis on which the plan was conceived, the division of tasks among the participants and finally some scattered glimpses and thoughts on the work taking place in the classroom.

Keywords: history, Wikipedia, Corfu

Paper 3: OULIPO: A mathematical fairy tale

Alexandra Asimakopoulou, Helen Lympelopoulou

This paper focuses on the investigation of the bidirectional relationship between Mathematics and Literature resulting in the production of creative writing by pupils of the secondary education. The idea was based on the mathematical problem formulated first by Euler in 1782, which was solved in 1960 by the use of a Græco-Latin bi-square. At about the same time, the group OULIPO (Ouvroir de Littérature Potentielle) was formed in Paris and posed the question “what are the possibilities of incorporating mathematical structures in literary works?” Famous writers were influenced, such as Georges Perec, who constructed his well-known novel *La vie mode d'emploi*, in the style of a Græco-Latin bi-square. In the present case, motivated by OULIPO and by the method of a teaching intervention, a mathematician and a humanities school counselor asked the pupils of class A of a secondary school of Athens to work out the logicomathematical structure of a Græco-Latin 3x3 bi-square. Basic elements of storytelling were then discussed. After that, the pupils were invited to imagine a complete three-part story (beginning, middle, end) using one element out of each of the following sets for every story: one hero of the Odyssey (Athena, Calypso, Odysseus), one item of headwear (a helmet, a skull cap, a hat), one object to carry (a map, a compass, a stick). In the end, they tried to combine these stories into a long tale. The pupils worked in groups to write stories about the given persons following the mathematical combinations of the Græco-Latin 3x3 bi-square. The nine different stories, each of them with a title, were presented in the classroom. The analysis of the texts showed that the pupils are accustomed to modernistic writing both in regard to the story content and structure and to the language used. The paper tries to trace down the origins of this modernistic writing of the pupils. To make a wider composition from these stories and create the “novel” of the class, the main characteristics of a modern novel were discussed and the pupils noted down the changes they had to make in their stories in order to create their “mathematical fairy tale”. It can be concluded that OULIPO can motivate creative writing and lead to a deeper understanding both of mathematics and literature.

Keywords: OULIPO, Græco-Latin bi-square, novel.

Paper 4: Improving students' spatial ability under a new didactic framework implementing new technologies and mathematical educational software

Evgenios Avgerinos, Athanasios Karageorgiadis, Stelios Petrakis, University of the Aegean

Spatial ability refers to the ability an individual has which involves the retrieval, retention and transformation of visual information in a spatial context (Lohman, 1993; Halpern, 2000). This paper presents a didactic approach for improving students' spatial abilities conducted with the participation of 110 students of primary and secondary education. The whole research conducted in three phases. At the first phase, the students' prior spatial abilities were assessed with the use of specifically created questionnaires, which was distributed to fifth and sixth grade students' at the primary school and also to students in first and second grade at secondary school. In addition, these questionnaires were also aiming to assess students' mathematical believes and students' performance in Geometry and Mathematics in general. The basic axes on which students' results were assessed, were the mental rotation ability, the spatial orientation and the recognition of spatial relationships between structures. Following up, at the second phase of these research a special design didactic approach was conducted related to spatial learning skills. This didactic approach was based on literature review about the spatial ability (McGee, 1979; Burnett & Lane, 1980) and involved the use of the Geometer's Sketchpad and Geoenzo geometry and mathematics educational software. Finally, at the third and last phase, a post-test assessment was conducted with questionnaires similar to the ones that was used at the first pre-test assessment phase, based on the same assessment axes. The results of this research shown a significant improvement in students' spatial abilities and their performance in geometry. The special design didactic approach that conducted at the second phase help students with their transition from primary to secondary education and as general conclusion of this research can be considered the fact the geometry teaching need to be more experiential and must involve the use of proper supporting educational software.

Keywords: spatial ability, mathematics, new technologies

Friday 30th June

Room MIRAZIEZI

14.30 to 16.00

SESSION 1.3: Professional Development and Teacher Training

Paper 1: An Investigation into Teacher Recruitment and Retention

Maqsood Neelum, Information Technology University

Post 2002, the government of Pakistan has implemented a number of reforms in the areas of teacher recruitment, retention, deployment and accountability. Research now confirms that teacher competencies, pedagogical content knowledge and qualifications have a significant impact on student learning outcomes. However, a connection needs to be made between teacher training and teacher recruitment and retention to see whether competent teachers are able to enter the public education sector and whether existing policies and politics provide them with the motivation to continue working in this sector. In this context, this paper aims to document existing trends/outcomes in teacher recruitment, transfers, postings, absenteeism, qualifications and pre and in-service training and explore the relationship between major policy changes and these outcomes. Moreover, it will use a mixed methods approach to analyze recruitment and post-recruitment departmental policies in Punjab and investigate the political economy and institutional constraints that undermine the effective implementation of these policies. This qualitative analysis will provide the basis for a future quantitative investigation of the relationship between student learning outcomes and teacher recruitment and deployment policies, which remains unexplored due to data constraints.

Keywords: education policy, teaching quality

Paper 2: Content and Instruction of Reading Fluency: Teachers' Knowledge

Susana Padeliadu, Sofia Giazitidou, Aristotle University of Thessaloniki

Oral reading fluency is defined as the ability to read with speed, accuracy and prosody. Reading fluency together with decoding and reading comprehension constitute the three foundational dimensions of reading process and also a major characteristic of proficient readers. Especially in transparent orthographic systems, such as the Greek one, due to the high level of graphophonemic correspondence, students do not face significant difficulties in acquiring the alphabetic principle and decoding skills. In these languages, reading difficulties are related mostly to reading fluency rather than to decoding. However, traditionally, research attention has focused mostly on decoding skills, providing very little information on the role of reading fluency. The goal in this study was to explore Greek teachers' knowledge about reading fluency components, underlying skills and instruction. A total number of four hundred and thirty-four teachers participated in the study. A questionnaire developed by the authors was distributed electronically to all elementary schools throughout Greece. Based on the statistical analysis of the findings, it was revealed that 77% of the participants appeared to be aware of reading fluency definition. However, few of them could identify all required skills for reading fluency, while 80% of teachers perceived reading fluency as a synonym to decoding skill. Furthermore, teachers' responses regarding instruction of reading fluency highlighted their confusion. For example, only 28% of them highlighted the important role of repeated readings in reading fluency instruction, while up to 80% asserted that fluency is developed through reading isolated words. Interesting similarities and differences were also documented depending on the grade taught by the participants. These findings raise important concerns about the way reading fluency is taught in Greek schools, and the support provided for students lagging behind in reading fluency.

Keywords: Reading Fluency, Teachers, Teaching

Paper 3: Preservice Primary Teachers' Mathematical Knowledge of Fractions

Dogan Coskun Sumeyra, Gazi University

The purpose of this paper is to examine preservice primary teachers' mathematical knowledge of fractions. The participants of this study were 83 preservice primary teachers in three different sections of a mathematics teaching course during the spring semester of 2014-2015 academic year at a public university in Turkey. The main source of the data was a test consisting of 12 questions related with all four operations involving 3 addition, 3 subtraction, 3 multiplication, and 3 division. During the data collection process, preservice primary teachers had already taken their mathematics content course and the first of the mathematics teaching courses and were taking the second of the mathematics teaching courses. The findings of the study showed that preservice primary teachers' mathematical knowledge of fractions was mostly procedural. Furthermore, they displayed better knowledge on fraction addition and multiplication than on fraction subtraction and division.

Keywords: Preservice Teachers, Fractions, Mathematical Knowledge

Paper 4: The concept of the functionality of mentoring from the perspectives of the school counselors in Primary Education. Theoretical and Empirical approach

Vasiliki Vergou, Ioannis Fykaris, University of Ioannina

Mentoring programs for new entrants in education constitute a basic means for their working and personal strengthening in a host of educational systems all over the world, and for this reason, they were combined directly with the enhancement of the standard of education provided in the whole of its stages. Core aims of these programs are the strengthening of the educationalists in the areas of teaching efficiency, their responsiveness to complex problems of real action at school and the acquisition of mechanisms of critical reflection, their teaching methodology and practice, as well as their continuous development in the interest of their students. The institution of mentor and the organization of relative programs in Greece was introduced with the Law No 3848 year 2010 (Gazette No 71/issue A/19-5-2010) but in real action according to data in the European net Eurydice it still remains inactive. So, in the context of their general duties (Gazette 1340/2002-F 353.1/324/105657/D1), the role of the counselor and supporter of educationalists is undertaken by the School Counselors of the Education Districts of the country. However, it is gathered bibliographically that there is a significant research gap regarding the functionality of School Counselors as mentors and also their own

perception of their role as such. Consequently, with this research it is attempted to contribute to the discussion of this specific issue. The main goal of the conducted research was to highlight the concept of the functionality of mentoring on the part of school counselors in Primary Education, first in relation to the possibilities-limits of action provided by the existing legislative context, second in light of dynamic-interactive relationships, formed between mentors and tutees and third on the basis of intention and criteria that would help them develop to further educators of new mentors. The research population was the whole of School Counselors and as a sample there were assessed the School Counselors of the Educational Regions of Epirus, West Macedonia and Central Macedonia, who were invited to answer an electronic questionnaire created via an electronic platform of Google (of closed and open query type as well as multi choice answers through a predefined scale of Likert type). The research questions that were pursued to be answered are the following:

- What percentage of School Counselors regards further training as necessary in aspects of mentoring?
- How is receptiveness of educators in programs of mentoring related to the length of their service?
- What percentage of School Counselors think that the existing legislative context does not define the role of a mentor clearly?
- What characteristics of a mentor do School Counselors consider to be most significant in a mentoring relationship?
- What is the approach of School Counselors to the prospect for themselves to develop to further educators of new mentors?

The basic conclusions of this research are: The identification of the existence of a legislative gap regarding the clarity of the role of School Counselors as mentors. The high significance they attribute to their own further training in specific aspects of mentoring. Their confidence that the programs of mentoring should address-under conditions-the whole of educationalists and not only newly entrants and also their positive approach to their own development to further educators of new mentors, defining specific criteria for this choice of theirs. The primacy they put to the process of reflection of their teaching practice and methods, as a central benefit for themselves from their involvement in a mentoring relationship.

Friday 30th June

Room SOLOMON

16.00 to 17.30

SESSION 2.1: Educational Policy

Paper 1: The Process of Educational Reproduction in Greece

Michail Katsillis, University of Oxford, Panagiotis Moustairas, ASPETE

Education is known to contribute to the reproduction of social inequalities. However, the mechanisms through which this reproduction occurs remains a topic of contention. This study examines these mechanisms by revising and reassessing factors and processes of educational achievement using structural equation modelling and survey data from pre-crisis Greece. More specifically, it assesses both the achievement and ascription processes of educational reproduction using data from approximately 1000 2nd year lyceum students. The analysis shows that most of the reproduction takes place through achievement mechanisms, while only a very small portion of background inequalities is mediated by ascription processes. The results largely reaffirm previous findings on achievement and reproduction but they also raise questions as to whether the ascription process is properly modeled, measured and analyzed. This, in conjunction with the radical shift in Greece's social, political and economic realities, suggests the need for further, focused study, both to evaluate the

findings' continued validity, but also to explore alternative mechanisms of social reproduction in the educational selection process in general and the ascription paradigm in particular.

Keywords: Education Reproduction Achievement Ascription Greece

Paper 2: The Issue of Education in Georgia's Politics (according to the documents of political parties 2012-2016 electoral cycle)

Manana Darchashvili, Emilia Alaverdov, Georgian Technical University

It is very topical to study the issue of political party system and its institutional policy of post-Soviet Georgia. One of the country's important fields is educational policy itself and its development. However, due to existed political reality in the country, the situation leaves much to be desired. On this basis, the discussion over the educational policy issue is vital, as the political parties in their pre-election documents are paying a great attention to the above-mentioned field and discussing the ways of its further development and improvement. The goal of our research is to find out the attitude of political parties towards the education according to their certain pre-election documents, to understand and realize what they promise, and how they aim to solve the problem of such an important issue as education. The article deals with the content analyzes and sectional division methods. Here are studied the political party's electoral cycle programs of 2012-2016. In the paper are also analyzed the pre-electoral positions of political parties toward the field of education, based on their programs. The work gives the certain answer to the main research question about the political party's educational program and their attitude toward the country's education, which is considered as one of the main social life sphere. We have highlighted the mechanisms of each political subject and their ways to find the solution of this existed particular problem. At the modern stage of Georgia, the goals of educational policy development are: to improve pre-school and general education, and professional development, to raise the standards of higher education and support science. However, the above-mentioned activities are not enough to turn Georgia into the regional scientific centre. For this the government needs to hold a series of certain high-level events. The leaders and members of existed political parties in Georgia are aware of the role of education in the process of modern state development. The state's educational policy is based upon the "Georgia's social and economic development strategy – Georgia 2020", according the framework of the signed EU-Georgia Association Agreement for partnership. The main message of political parties' electoral programs is directed to the certain changes in scientific and educational system, to turn it into a solid base for Georgian democratic, economic and social development, to support the continuing education, to make education quality oriented accessible and inclusive system. Also, to develop such steps that will allow Georgian educational system to gain a leadership position in region and become region's educational centre.

Keywords: Education, Political Parties, Documents

Paper 3: The legislation for the selection of administrative executives of the Greek educational system (1990-2015). History – comparative analysis and interpretation

Georgios Alexandropoulos, University of Patras

In this paper, we aim to study the legal texts of the last twenty-five years concerning the selection of administrative executives in the Greek educational system. To this end, we utilise the comparative advantage offered by the numerical assessment of criteria/qualifications. We approach each product of the legal system and try to understand it in the context of the qualitative methodology, using: historical research, interpretation and comparative analysis. Each legislation is a multifaceted set; we will attempt to find out the parts it consists of, the groups of teachers it refers to and the needs it is called to cover. In other words, its purposes. The study of the relevant laws and presidential decrees reveal that, for decades, the prevailing selection criterion is the interview. The legislation seems to privilege those who are already in active service, although an attempt is made to take into consideration any kind of qualification. Furthermore, the "selective affinities" between them emerge. Thus, Presidential Decrees 398/1995 and 25/2002 on the one hand and Laws 1966/1991, 2043/1992 and 3467/2006 on the other seem to follow a "common rationale". Besides, while initially the selection criteria do not differ according to the corresponding category of executives (head teachers, school advisors, supervisors), as

we reach the end of the studied historical period, they become specialised, acquiring weighting factors. As concerns administrative executives, their service status prevails (in conjunction with their guidance function). As concerns school advisors, their scientific-pedagogical training and their studies are of utmost importance. The issue here is not technical, in the sense that it is difficult or even impossible to form institutions or procedures such as to enable the selection of a widely accepted management in education. The problem is primarily political.

Keywords: education, legislation, selection, administrative executives

Friday 30th June

Room T21

16.00 to 17.30

SESSION 2.2: Contemporary Psychological Issues in Education

Paper 1: Eating disorders and school community: A clinical case of adolescent anorexia nervosa

Konstantinos Anastasopoulos, Université Paris 13

The subject of the present research is anorexia nervosa in adolescence, which is realized as a PhD thesis at the university Paris XIII of France. This research, having a psychoanalytic character, is an effort to study the psychic function of the unconscious formation of the dream, as it was first defined by S. Freud (1900), in adolescent patients of 14 to 18 years old, with the diagnosis of anorexia nervosa. Adolescence, as it arouses within the anorexic frame, has nothing similar to the notion of the adolescent crisis (Kestemberg, 1972), and is occasionally included to a psychotic structure with neurotic aspects, which temporarily do succeed to cover the mother – daughter inner-psychic conflict, when simultaneously, the role of the father in the family context is not disregarded. The representations, which often have a violent character (downfall, committing suicide), evidently manifested within the content of the dream, constitute a very important source of material recalling, regarding at the same time the object relation, as well as the position the adolescent conceives against the subject itself. The study of the relative psychoanalytic bibliography shows that, despite the fact the dreaming process, in anorexia nervosa, is structured with an intensively raw and rough character, confesses sometimes, the existence of a potential space, within which the psychological conflict takes place. The importance of this issue is focused on to the type of the dream but mainly on processing an unconscious psychological transitional space (Winnicott, 1975), within which the patient can displace the object relation and its representations. In this context, the psychological investment of the adolescent towards school takes a super-ideal character referring to a tyrannical Super-Ego. The school community constitutes the ideal field for the application of extremely expensive, for the psychological economy of the mental apparatus, defence mechanisms like splitting and control. In this presentation, we intend to illustrate the anorectic situation related to the school community through the analysis of a case study.

Keywords: adolescence, anorexia nervosa, dream, transitional object, school

Paper 2: The relationship between burnout and psychological/ subjective well-being in primary/secondary school teachers

Stephanos Vassilopoulos, Anastasios Poulis, University of Patras

The major purpose of the study was to examine the relationship between teacher subjective/psychological well-being and burnout. To investigate intercorrelations, the “Maslach Burnout Inventory”, the “Psychological Well-being Scale” and the “Satisfaction with Life Scale” were used. The sample of the study consisted of 200 teachers who worked in various primary and secondary state schools during the current academic year. The results showed that there was significant negative correlation between subjective/psychological well-being and

burnout levels of the participants. Hierarchical multiple regression analyses also indicated that teacher subjective/psychological well-being predicted burnout negatively. The counselling and educational policy implications are briefly discussed.

Keywords: Burnout, teachers, well-being

Paper 3: On teachers' mathematic anxiety and phobia and how these can influence students' performance

Evgenios Avgerinos, Athanassios Karageorgiadis, Maria Triantafyllou, University of the Aegean

Recently, several studies have conducted about mathematic anxiety and phobia that possibly the teacher has (Gresham, 2010, Sloan, Daane & Giesen, 2002) and how these can influence student's beliefs and performance in mathematics (Ma, 1999, Zakaria & Nordin, 2008). It is emphasized that as mathematic anxiety or mathematic phobia is referred to the unpleasant feeling that occurs upon contact of the individual with any condition associated with mathematics in everyday or academic level. This paper presents the results of a survey conducted in the third and fourth grade of Greek primary schools aiming to investigate teachers' mathematics beliefs and how these may affect students' performance and motivations. The total survey sample consists of 260 students and 16 teachers from schools of Rhodes. For the data analysis and the export of results was used Gras' Statistical Implicative Analysis model. From the data analysis, it was noted that the students of the third grade primary face difficulties in understanding digit position and mainly in adding two-digit numbers, while students in the fourth grade had problems in decimal numbers layout and their ranking in the number line. Concerning motivations, was observed that due to students' diversity, anxiety about mathematics and mathematical phobia effect differently the performance of each student.

Keywords: Mathematics anxiety, phobia, beliefs, CHIC

Friday 30th June

Room MIRAZIEZI

16.00 to 17.30

SESSION 2.3: Curriculum, Disciplines and Instruction in Education

Paper 1: Natural Science Teachers Formation for Upper Secondary Education in Albania - Panoramic Overview

Mimoza Milo, Institute of Education Development Albania, Eduard Andoni & Anila Papparisto, Tirana University

During the last four years, many changes have been happening in Albanian education system. From year 2013 The Albanian Ministry of Education and Sports started "The competence based-curriculum reform" in the pre-university education. The process was accompanied by changes in the University curricula of teacher education. This paper analyses the compliance of the new University curricula of teacher education in Natural Sciences with the curricula of pre-university education. The main research question of this analysis is: how the changes in teacher education curricula implicates the implementation of competence based-curriculum in pre-university education. More specifically, the discussion is focused on the entire process of University curricula in Natural Sciences reformation, for the Faculty of Natural Sciences in Tirana University, the connection of the innovation package of the university curricula with the organization of content, pedagogical teaching and learning practices and student assessment in science, readiness of in-service teacher in using ICT and modelling in science and its implications. The paper addresses a current concern by focusing on the attitudes and skills of in-service science teachers toward the use of ICT and modelling in teaching and learning process. The data are obtained by a questionnaire applied to 400 in-service teachers. Teachers claimed that despite the training on using ICT in teaching of science, they still face difficulties. Considering that digital competence is a key competence in the

new curriculum reform, suggestions for further interventions are included. In compliance with this, the content analyses of European and domestic policy documents highlight the still missing elements that should be included in the study programs for teacher preparation in natural sciences. The paper argues the necessity of inclusion in University curricula of ICT and modelling in science. These modules are evaluated to be an important tool for developing digital competences of prospective science teachers, helping them to shape their new profile as teachers in a knowledge society.

Keywords: Curriculum Innovation, Teacher Education on Natural Sciences, ICT and Modelling in Science.

Paper 2: Teachers' perceptions on the current 6th grade history curriculum. Proposed modifications for cultivating historical consciousness

Theodora Alexa, Georgia Dede, Christine Siaviki and Julia Athena Spinthourakis, University of Patras

The purpose of the contemporary school is to reconstruct the fragmented knowledge and promote the development of students' critical thinking which contributes to the cultivation of multiple aspects of their personality. Interdisciplinary, as an aspect of the transformative theory, emphasizes the causal relation between the different fields of knowledge and tries to unite them. This research represents an attempt to re-approach the history curriculum in the frame of multicultural education, through the reflection of historical events and the development of critical thinking skills, focusing on the cultivation of historical consciousness. At first, we study the basic elements of the suggested curriculum and the necessity of their inclusion, particularly those concerning the Science of History and the Transformative Learning Theory, which provide a framework for an interdisciplinary approach. The current History Curriculum leaves much to be desired, so we present a number of reshaped objectives and methods, which encourage the interaction and connection of previous knowledge and experience with new meaning schemes. In order to study the above, the researchers distributed a specially designed questionnaire examining the perceptions of primary education teachers on the current 6th grade national history curriculum. Firstly, this study examines teachers' perceptions on whether the history curriculum approaches issues of multicultural education and promotes the cultivation of historical consciousness to students. Based on the data and the relevant literature the researchers attempt to locate the weaknesses of the current history curriculum and propose possible modifications in order to include multicultural and interdisciplinary goals. The sample consisted of school teachers in Western Greece.

Keywords: curriculum, teachers' perceptions, multicultural education, historical consciousness

Paper 3: Linguistic and cultural diversity in the official guidelines for teaching language in the compulsory education: from the Inter-thematic United Framework of Curriculum to the New School

Nikoletta Panagaki

In the last decades Greece has been developed into a multicultural society, which affected and at the same time formed the educational environment. Under these circumstances phenomena of diglossia and cultural diversity in the classroom surfaces and questions arise about their handling. The Curriculum and Analytical Curriculum, as political texts, reflect the government's intention and function as mediator between educational policy and educational practice. In this context, the analysis of Curriculum and Analytic Curriculum for teaching language is more than important, thus all students independently of their origin are taught the Greek language, which at the same time is the only teaching one. The aim of our study is to find out how the current Interthematic United Framework of Curriculum and Analytic Curriculum and the Curriculum and Analytic Curriculum of the New School for teaching language in the compulsory education manage the cultural and linguistic diversity and to point out the potential differences between them. In order to quantify and process objectively our data, we use as methodological tool the thematic content analysis combined with some qualitative data. The findings of our study indicate that the appreciation of cultural and linguistic diversity remains an objective, due to the gaps and to the contradictions that we could observe in them. However, the Curriculum and Analytic Curriculum of the

New School reflect in greater extent the intercultural principles in comparison to the current ones. The results of the analysis give us important clues for the aims of the current Greek education, while they can contribute to the renegotiation of its content and the strengthening of its intercultural perspective.

Keywords: cultural diversity, linguistic diversity, intercultural education, identity, learning

Paper 4: Reforming the current Greek national curriculum framework for citizenship education: a proposal for the 6th class of primary education

Ioanna Koutsi, Antonia Katrimpouza, Maria-Theodora Giannopoulou, University of Patras

The incessant shifting and sustained instability in the world today introduces new challenges that education cannot ignore and therefore must find ways of addressing. Challenges that arise from an upsurge in knowledge and information, rapid technological development, the rise in the scope and tenor of socio-political affairs, and the impact the presence of different cultural groups can have, require reforms of current curricula. All these challenges raise questions of the efficacy students' preparation within the educational context as responsible, informed, active and critically thoughtful citizens. In this paper, after the content analysis of data, retrieved by a focus-group discussion with five teachers, a reform of the Greek national curriculum framework for the citizenship education course "Social and Political Education" in 6th grade of primary school is proposed, along with the modification of subject's title to "Social and Political Studies". The aforementioned focus group was held in order to highlight teachers' opinions about the current national curriculum. The choice of the course "Social and Political Education" is justified by its potential for students to acquire the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues. The philosophical stream of progressivism-pragmatism combined with the postmodern condition constituted the philosophical basis of the suggested curriculum change. The general and specific aims of the reformed curriculum, as well as the evaluation model, were formed according to the learning theory of social constructivism and, more precisely, the idea of inquiring, cross-curricular learning and learning by experience. The present proposal draws to a close by introducing an exemplary didactic unit, as an indicative approach for one of the formed goals of curriculum.

Keywords: curriculum reform, Citizenship education, primary education, 6th grade

Saturday 1st July

Room SOLOMON

9.00 to 10.30

SESSION 1.1: Educational Policy

Paper 1: Internationalization of higher education: Transnational education movement in East Asia

Anh Quynh Le, University of Pecs

Population of Asia is 4.4 billion people, equivalent to 60% of total world population. Some research proved that developing countries in Asia educates a small proposition of young people at higher education level and face strong pressure to meet the population demand for economic growing. Transnational education became a phenomenon in East Asia in the 1980s when the trend started from Singapore, Hong Kong and Taiwan. Transnational education presented the movement of knowledge and students from this country to another country through international branch campus, articulation programs, online programs, franchising and partnership programs, dual and joint degree programs. In this paper, the author explores the practice of transnational education in East Asia to answer why East Asian countries promote transnational education programs and what is it effects. The author aims to understand the driving forces, the main characteristics and

the challenges of transnational education. The methodology is reviewing literature and secondary data obtained from governments' report. The author found that transnational education is considered as an effective tool to enhance academic quality of domestic institutions, increase revenue for both foreign and domestic partners and provide high skilled labour for the economic growing of Asian countries. It plays an essential role in transforming the leading country in transnational education to become "regional education hubs" which accommodate the demand of both local and international students. This paper will contribute to the understanding of higher education reform, the globalisation process and liberation of trade in education sector in East Asian countries.

Keywords: higher education, transnational education, internationalisation, Asia.

Paper 2: Greek Primary School Student's Perceptions of Scientists

Lida Desikou, Anastassios Emvalotis, Athina Koutsianou, University of Ioannina

Studying the existing literature, it appears that students' perceptions of scientists concern an increasing number of researchers. The aforementioned perceptions are likely to influence students' future decision about a career in science field, especially, when they are stereotypical. Therefore, students' perceptions of scientists have been examined variously and mostly through their drawings. The present study aims to investigate Greek primary school students' images of scientists and further examine if these images vary according to their age and gender. More specifically, the Draw-A-Scientist Test (DAST) (Chambers, 1983) was administered to 272 students (136 boys and 136 girls), who were attending the fourth (n = 92), fifth (n = 83) and sixth (n = 97) grade, along with a questionnaire in order to gather additional information. Students were asked to fill the questionnaire and draw a scientist. The analysis framework focused on scientist's appearance and workplace based on Finsonet. al.'s (1995) Draw-A-Scientist Checklist (DAST-C), according to which students' drawings were coded. Finson et al.'s checklist was enriched with regard to more recent literature (Medina-Jerez, Middleton & Orihuela-Rabaza, 2011; Christidou, Bonoti, & Samaras, 2012). Results showed that both boys and girls hold stereotypical perceptions about scientists and their work. Some differentiations were found in drawn scientist's gender and field of specialisation, according to students' gender and age. Specifically, girls more frequently drew female scientists than boys. In addition, younger students were found to draw less stereotypically than older students, raising the question of what interferes in between school grades that makes students change their representations.

Keywords: Draw-A-Scientist, DAST, scientist, stereotypical images, science education

Paper 3: Study of the cultivation of university students' creativity in six departments of the University of Patras: Presentation of the findings of the qualitative analysis of the programs of studies

Panagiota Vathi, Eleni Karatzia-Stavlioti, University of Patras

The aim of the present study is to investigate and assess the degree of cultivation of students' creativity throughout their studies in different departments of Higher Education Institutions. The study took place in the case of six different departments in Patras University (Department of Biology, Department of Electrical and Computer Engineering, Faculty of Medicine, Department of Primary Education, Department of Economics, Department of Business Administration). Firstly, the content of "creativity" is both clarified and interconnected with the activities, the achievements and the progress that students could make through their studies; more specifically, relevant literature- local, European and global- considers creative activities important and that may be utilized as bridges for young people to pass successively from Higher Education Departments to social institutions and enterprises; they are also connected to the pedagogic-educational practices and methodologies – like those related to cross-curricularity. Within the above frame, we present the part of the study that is mainly based on our investigation of the content of the curricula of the different departments; the findings presented are derived through the application of content analysis on the student's programs of study (content and methodologies). The aforementioned findings are highlighted by the statistical results of a survey that was conducted through a students' questionnaire-conducted in order to study the students' opinion/attitude regarding

creativity and the ways of improving creativity during the teaching-learning-assessment process. Comparisons are made among the various groups of students (and departments), which lead us to a discussion of the conclusions that the findings may lead. Our findings indicate that although most of the students express a great interest in improving their creativity, their opinion is that this is not a highly-rated priority in the departments that they attend, neither in the content of their Programs of Studies, nor in the educational/learning practices applied-. The qualitative content analysis reveals the fact that the differences which appear among the Programs of Studies are interestingly related to the relevant students' views on creativity in the departments studied.

Keywords: Creativity- human capital-social capital-educational policy, cross-curricularity

Paper 4: Following a collaborative approach in student teachers' assessment: a case study from ASPETE's teacher training program

Panagiota Gkofa, Theodoros Kokkinos, Panagiotis Moustairas, ASPETE

Collaborative learning is suggested as the most effective way of learning by current teaching methodology literature and practice. Moreover, an integral part of teaching methodology is assessment, which is usually performed in the form of summative assessment of each student at an individual level. Current literature provides systematic data on the importance of collaborative assessment as a means of effective teaching. In the Greek educational context, the curriculum promotes collaborative learning but there is no reference to collaborative assessment. Furthermore, although teachers are expected to follow collaborative approaches in their classrooms, there are no sufficient data regarding the use of collaborative assessment approaches in teachers' education in Greece. Therefore, this quantitative study discusses some student teachers' experiences and perceptions about collaborative summative assessment before and after their participation in such tasks in their final exams in ASPETE (School of Pedagogical and Technological Education -Peloponnese Branch). 90 student teachers who attend the annual teacher training program of ASPETE for the academic year 2016-2017 took part in group tasks during the final exams of the first semester in the courses of "Teaching Methodology" and "Education Research". The student teachers were assessed in groups in their final exams and then filled relevant questionnaires produced by the researchers regarding their experiences and beliefs on having been assessed in groups. The data collected from the questionnaires were statistically analyzed and are presented in the conference. PS: At the moment of submission, the researchers are analyzing the data and have no findings to write about.

Keywords: collaborative assessment, teacher training

Saturday 1st July

Room T21

9.00 to 10.30

SESSION 1.2: Information and Communication Technology (ICT) in Education

Paper 1: Integrating Social Media in Formal Education

Dimitrios Giannakopoulos, GEL Riou

Our educational reality has to deal with a phenomenon, which is constantly expanding: the increasing use of modern technology, not in the form of organized education, as provided through the computer labs, but with the use of portable communication devices, such as smartphones, tablets and portable computers. These devices satisfy only the minimal need of communication because they extensively are used to connect students online and through social networks, to extract information. The prohibitions of any kind of mobile devices in school, imposed through the education's ministry circular, have not completely stopped the supply and use mostly of

mobile phones, full of potential that would envy even professional computers some years ago. The new mobile phones have already reduced or even eliminated the use of watches, cameras, video tape recorders, music and movie devices, as well as the use of books. The e-books have steadily gained ground, and are preferred over the traditional form, since they are always available and can be most easily carried and used. Official web sites, like the one of the Educational Politics Institution, offer not just only for archival purposes, electronic versions of books in pdf format that can be easily stored and used. The current school cannot remain absent, but must transform this positive effect to help the educational process. The use of social networks and websites can be useful for both the learning and the assessment process of students. The paper aims, with examples, to inform about educational teaching and assessment methods, that today's teachers can use both in the traditional frontal teaching, as also in distance learning and even more in individual teaching of students, whose access to school is difficult. The online class is now a tangible reality and a challenge for the teacher as for the student of the 21st century's society.

Keywords: social media, formal education, social networks, frontal teaching, distance learning

Paper 2: Conformism vs. Innovation in Education: Using Social Media for Including ICT and Diversity to Enrich Intercultural & Multicultural Perspectives

Gündüz Uğur, Nilüfer Pembecioğlu, Istanbul University

Education in its traditional sense is becoming dull and boring in the 21st century. Just like architectural renovations in the old buildings, little magic touches could bring back the meaning and values attributed to the old cold walls. On one hand, if education really takes place in the classroom or not is still discussed but on the other hand new approaches and methodologies as well as technologies are brought forward to enrich the learning environment as well as the learned material. The paper concentrates on the educational issues discussed in overall the world and edutainment structure of Turkey with its e-school movements. Regarding the second university chances, open school applications, creative and enjoyable learning sources, involving the educators, parents, teachers and students to the curriculum design and changing academic targets, are all innovative strategies for the education system in Turkey. How the 4+4+4 system is proposed and how it failed, how the special education issues are handled and achieved are all discussed in the paper within the changing dynamics of educational targets. The mass media opportunities regarding the television channel TRT School and new tablet based methodologies would also be discussed throughout the paper. The study aims to provide a slice of Turkish education system within current history, social and educational demands and with the upcoming projections relying more upon the technological development and new social media devices. New curriculum design and courses such as Media Literacy, Entrepreneurship, Citizenship with their new aspects will be discussed as a new tool to experience diversity in the classes to help all to enrich interculturalism as well as multiculturalism perspectives specifically after the Syrian refugees' impact.

Keywords: Education, Information and Communication Technology (ICT) Edutainment, TRT School, Diversity, Interculturalism, Multiculturalism

Paper 3: The use of computers and their integration into the classroom: Opinions of future teachers

Despoina Prountzou, Aspasia Lygda, Constantina Priovolou, Maria Oikonomopoulou, Katerina Athanasopoulou & Pigi Likouresi, University of Patras

In recent years, efforts have been made by universities to educate future teachers to effectively integrate new technologies into their teaching practice, given that ICT can facilitate the learning process and enhance learning outcomes. A lot of researches indicate that teachers' opinions about computer use are influenced by many factors such as their perceived general and educational use, control, knowledge and anxiety for usage of computers, and also, their gender and experience about general and educational use of computers. Taking all of this into consideration, this research tried to find some of the factors that affect the opinions of undergraduate students about computers' use and their integration into the classroom. Particularly, a sample (N=429) was

taken from the Department of Primary Education and the Department of Educational Science and Early Childhood Education of University of Patras, using a questionnaire which studied some of the abovementioned perceived opinions and variables. The questionnaire was developed using a compound of two questionnaires made by Selwyn (1996) and van Braak, Tondeur and Valcke (2004). Then, certain factors were created and correlated with different variables.

Keywords: computers, ICT, Greece, future teachers' opinions

Paper 4: Greek MOOCs as a way of secondary education teachers' training: Conclusions and suggestions

Spyridon Kappas, Dimitrios Tsolis, University of Patras

Massive Open Online Courses (MOOCs) have been tremendously developed on a worldwide basis since their beginning in 2008 onwards. In Greece, nevertheless, there have been only some minimal attempts. Some research has been conducted as to the possibility of MOOCs creation but, even in the Open University field which has developed the relative know-how, the results are not very promising. Our aim is to investigate the characteristics of the few instances of MOOCs provided at the greater University area. Our ultimate aim is to try to formulate, based on the results of our research, certain suggestions as to the utilization of the relevant experience in the area of Universities' Open Courses (OC) so that the latter will be able to be converted into a training platform (not yet existing in Greece) for the Secondary Education (SE) Teachers. To this aim, researchers attended two MOOCs, one by University of Crete Publications Mathesis and one by Ionian University. Their aim was not only to externally describe the features of the respective MOOCs and compare each other but also to investigate (on a Technological and Pedagogical level) edX platform (used by Mathesis) and Udemy one (by Ionian University) and compare them to the Open e-Class platform used by Universities' OC. Greek MOOCs have been categorized on the basis of the Learning Theory they follow (connectivist or behaviourism). OC have also been categorized and research has taken place regarding whether or not some University OC can be converted into MOOCs or even Small Private Online Courses (SPOC). The conclusions drawn show that Greek MOOCs are mainly structured around a behaviourist and teacher-centred model of learning. Suggestions are however made towards connectivism with the creation of small learning groups by SE Teachers of the same majors so that OC will be able to operate (drawing on experience obtained by MOOCs) on the one hand as a Training Platform via SPOC for SE Teachers and, on the other hand, as a way of changing some deeply-rooted attitudes of teachers.

Keywords: MOOC, SPOC, Open Courses, SE Teacher Training

Saturday 1st July

Room MIRAZIEZI

9.00 to 10.30

SESSION 1.3: First, Second and Foreign Language Teaching and Learning

Paper 1: The effects of music education on the phonological awareness of Greek and German preschool children

Eleni Ntente, Styliani Tsesmeli, University of Patras

The study aims to relate the music education with a main aspect of the reading process, phonological awareness, which develops during children's pre-school and early school years, and consists an important precursor of the later children's reading development. Research underlines common features between music and language, such as rhythm, decoding, sounds or structure, that can interfere or influence one another. In the present study, there were 74 pre-school children as participants (5-6.50 years, boys=38, girls=36, Greek sample, N=59, Austrian

sample, N=15) and categorized in two groups per sample based on their participation in programs of music education: (i) Experimental group: children with an active participation to music training programs at least for a year, (ii) Control group: children without any experience on music training programs. All children were tested individually with phonological awareness assessment tasks. Especially, for the Greek sample, there were given two standardized tests (Porpodas, 2008) and three non-standardized tasks, which were constructed for the study in Greek. For the Austrian sample, there were given three standardized tests (Barth & Gomm, 2014) in German. Results showed that music training programs had an important impact on the development of children's phonological awareness on both samples, but effects were stronger for the Greek sample. Findings from the comparison between Greek and Austrian sample showed similar effects for the word-syllabification task, but different effects for the tasks of the identification of the initial consonant of words and the identification of word rhymes. These findings underline the importance of the music training in enhancing children's phonological awareness which may lead to a better reading progress in their early school years. Besides, it may consist an alternative strategy in early intervention programs for children at risk to develop reading difficulties in the future.

Keywords: music education, phonological awareness, language development

Paper 2: Teaching Greek as a second language at "steki metanastwn": A content-based instruction approach

Vlasis Manolias, Hellenic Open University

This paper describes a case study of teaching Greek as a second language teaching classroom at "steki metanastwn" in Thessaloniki. A B1-level class (three (3) students from Italy, Malaysia and Georgia aged from 23 to 40 years old) was observed. Interviews were conducted both with the learners and the tutor to explore their views, their sociocultural perspectives, their educational background, their learning/teaching goals posed and methods adopted in this course. A deductive analysis of interviews was implemented to check whether their expectations and needs were met. Moreover, the methods implemented by the tutor in the teaching process were investigated as well as her attitudes on it. In this framework, various aspects and different versions of Communicative Language Teaching and Whole Language approach are presented as a theoretical basis. It was concluded that the tutor attempted to apply a Content-Based language teaching approach, through a theme-based (or topic-based) instruction, organized around the topic of Fear and Phobias. Texts, language tasks, pictures, videos and attendance of a theatre performance were used inside and outside classroom. Moreover, the results of the present research are further discussed to realize that most of the learners' needs are met through an egalitarian teaching and sociocultural integration approach focusing on students' everyday communication needs.

Keywords: Greek as a second language, teaching, implicit learning, corrective feedback, content based instruction

Paper 3: The Acquisition of Vocabulary through Drama for Young Second Language Learners

Blerta-Matina Tartari, English Teacher

Vocabulary learning is a vital key in Second Language Acquisition. Among many techniques in enhancing vocabulary acquisition, this paper focuses only on Drama techniques which are based on the Total Physical Approach and Language Experience Approach. The research problem is to investigate to what extent is teaching young children vocabulary through mime techniques, storytelling, songs and other drama techniques, beneficial. Specifically, the aim of this study is to answer the following questions: Are Drama Techniques appropriate for very young learners aged 4-6 years old? What are the benefits of Drama activities? The first conclusion to be drawn is that Drama techniques are appropriate for all learners, including very young learners as well. Besides the fact that it can be very motivational for them, these activities have shown to be the most appropriate cognitively speaking for the young. As for the second question, the benefits of using Drama activities, these help learners not only to increase their self-esteem, but also enhance mnemonics. A great contribution in oral production, grammar, pronunciation and listening are also approved by previous research and literature.

Keywords: second language, vocabulary, drama techniques

Saturday 1st July

Room SOLOMON

10.30 to 12.00

SESSION 2.1: Professional Development and Teacher Training

Paper 1: Expectations and obstacles regarding teachers' training in ICT: the case of primary school teachers at Ilias prefecture

Anastasios Poulis, 2nd Primary school Vartholomio Ilias

The requirements of the labor market, as shaped and influenced by international economic conditions, are such that the official (formal) vocational education system can hardly meet. To this end, there are a number of (official and unofficial) teacher training courses currently available, but their effectiveness has yet to be established. The present study aimed to investigate the expectations and obstacles encountered by primary school teachers, who participated in a Training Program (Second Level) on the pedagogical principles of ICT during 2007 -2013 at the Ilias prefecture. Ten primary school teachers participated in semi-structured interviews designed to elicit their training experience after having participated in such a course. The results showed that teachers appear to have common initial expectations from the program, although their expectations varied depending on age, gender, as well as teacher's educational level. Moreover, the main educational problems encountered were long teaching hours, the distance from the place of training, program's time schedule and the uneven level of background knowledge among participants in the training group. In conclusion, the results revealed that teachers tend to view New Technologies and the use of ICT as a useful adjunct tool in their teaching. These results could have interesting implications for the design and implementation of teacher training courses on usage of ICT in education.

Keywords: Training in ICT, Expectations, Obstacles

Paper 2: Greek pre-service primary teachers' efficacy beliefs in science and mathematics teaching: How confident are they with science and mathematics teaching?

Athina Koutsianou, Anastassios Emvalotis, University of Ioannina

Contemporary education reform efforts, both in the fields of science and mathematics, highlight the importance of pre-service teachers' preparation during their studies with regard to several meaningful standards. However, teachers' own self-confidence in science and mathematics teaching are likely to influence their efforts. Consequently, there is a growing body of research focusing on pre-service teachers' efficacy beliefs in science and mathematics teaching. Taking into consideration that the relevant research in Greece is limited, the present study attempts to investigate Greek pre-service primary teachers' efficacy beliefs in science and mathematics teaching, and further examine whether there is a relationship between the two. The participants were 171 pre-service primary teachers from a university in western Greece. All of them were in their second (n = 55), third (n = 64) or fourth year (n = 52) of study and the majority were female (n = 148). At the beginning of the academic year 2016-2017, pre-service teachers were asked to complete a questionnaire consisting of the Science Teaching Efficacy Belief Instrument Form B (STEBI-B) and the Mathematics Teaching Efficacy Belief Instrument (MTEBI). Exploratory factor analyses were performed for both instruments to examine their adaptation into the Greek language; descriptive and bivariate analyses were also performed to answer the research questions. According to the results, pre-service teachers had medium to high scores in the Teaching Efficacy Belief Scale and the Teaching Outcome Expectancy Scale, for both science and mathematics teaching. Minor differences in pre-service teachers' scores were detected according to their year of study. Furthermore, pre-service teachers'

efficacy beliefs in science were strongly correlated with their efficacy beliefs in mathematics. In general, although pre-service teachers in this study appear to be confident and well-prepared to teach science and mathematics in classrooms, more effort is required to put the international education reform standards into practice.

Keywords: Science teaching; mathematics teaching; self-efficacy; pre-service teachers; primary school.

Paper 3: An estimation of different factors influencing the students' performance in organic chemistry

Elda Marku, Kozeta Vaso, Morsina Çipa, Tirana University

Organic chemistry is a fundamental course for chemistry and chemical engineering undergraduate programs, as well as an important part of other undergraduate curricula such as biology, medicine, pharmacy, dentistry, etc. It is one of the most challenging science courses for many students, sometimes becoming a barrier to graduation. In order to improve our student success in organic chemistry, there is a need to estimate the influence of different factors in the students' scores, like cognitive skills, scientific background, motivation and different teaching methods. In our study, we tried to make an analysis of students' performance over a wide range of organic chemistry problem types and their presumably cognitive skills. The data were collected from a general test prepared at the end of the semester for undergraduate enrolled students of different curricula in University of Tirana and University of Medicine in Tirana. The test questions and problems types were related to nomenclature, hybridization, resonance, isomerism, chirality, acidity, aromaticity, conformations and multi-step organic synthesis. A correlation analysis between the students' scores and individual problem scores was done for all the collected data. In our study, through a questionnaire, we took data regarding students' gender, grade of general chemistry course, and tried to assess the attitude of different curricula students toward the organic chemistry subject and its teaching methods. We found good correlation between general chemistry grades and organic chemistry test scores, for all the students.

Keywords: undergraduate curricula, organic chemistry, student performance, organic synthesis

Paper 4: The professional development of Gymnasium's teachers: A Case Study research in Florina Region

Lemonia Boutskou, High School Amyntaio

A key factor in the professional development of teachers is new technology, Information and Communication Technology (ICT) and the means that technology offers for developing and expanding their knowledge. ICT enables individuals or communities, as teachers, to interact with each other, but also at the same time to have access to information from anywhere and at any time. Therefore, teacher training can be conducted through distance education / training. The model of open and distance learning, which is provided through new technologies, should be based on the principle that training should be a continuous process which seeks to meet the needs of dynamically evolving education system, and the individual needs of teachers, reducing the spatiotemporal limitations. Therefore, the training programs of teachers through ICT should be designed on the basis of the training needs of teachers, characteristics of adult learners, and the features-advantages offered by ICT. Based on the above framework, the aim of this study is to investigate the training needs of teachers in the new digitalized environment. The survey was conducted in the prefecture of Florina during from September until November 2016 and the results will be presented below.

Keywords: professional development, ICT, distance learning

SESSION 2.2: Special Education and Learning Disabilities**Paper 1: The role of resource room in social development of students with mild intellectual disabilities and learning difficulties in primary school**

Theodoros Karamitopoulos, Greek Ministry of Education

The survey investigates the socialization role of resource room for students with Mild Intellectual Disabilities (MID) and Learning Difficulties (LD) in primary school. The relative literature for the evolution of resource room in Greece highlights that its function focuses mainly on students' learning development while neglecting the social sector. Within this context, teachers' views on the issue can provide empirical data which illuminate the present situation in Greek Primary schools. Thus, 34 primary general class and resource room teachers from schools in Peloponnese, Macedonia, Thrace and Western Greece expressed their views by providing data for the social image of students diagnosed with the above two disability types. In the methodological part, quantitative research method was utilized by use of Peer Relations Questionnaire of Tzouriadou, Barbas, Vouyoukas, & Anagnostopoulou (2013), in which an additional axis was added concerning the relation between classroom behavior and school performance of students. Data were collected for 52 students, 26 of whom were diagnosed with MID and 26 with MD. Statistical analysis of correlations of the questionnaire variables was made using the statistical package SPSS (version 23). In summary, the survey showed that students with LD present a slightly more positive picture than those with MID concerning their social image, as they appear to have more qualitative characteristics in their relationships with peers at school. In both groups of students, the difficulties encountered in learning level affect their social image, as both appeared to have difficulties in managing problematic situations in interpersonal relations. In conclusion, the resource room institution as served in the national educational system does not seem to contribute to the establishment of friendly relations between students with MID and MD and their peers. On the contrary, its function towards students' social development focuses almost exclusively on the compliance of students with school rules.

Keywords: resource room, mild intellectual disability, learning difficulties, students' relationships

Paper 2: "The school is only for children": Perceptions of children with disabilities about inclusive education in Greece

Vicky Siamanta, National and Kapodistrian University of Athens

Inclusive education requires completely change of the educational system in order to meet the diverse needs of the student population. These changes require knowledge of the challenges brought by the existing educational structures. This qualitative research focuses on students with disabilities in primary school. Its aim is to explore their perceptions and experiences as far as the function of school and inclusive structures (parallel support teacher and inclusive classes) is concerned. The crucial importance of student voice and the value of their views in understanding the process and the impact of school reform have been internationally emphasized (Cook-Sather, 2014). The sample of this research was constituted by ten students with disabilities, who are supported by inclusive classes and parallel support teachers and study on different primary school classes. Researcher came into contact with them through the researching method of "avalanche", having the ultimate goal to raise their voices in order to improve these structures for their own and their families' benefit. The use of semi-structured interviews in combination with the creation and implementation of differentiated, playful auxiliary tools contributed to this end, spurring students to participate in the whole process. This survey highlights the dominance of traditional teaching practices both in school and in inclusive institutions. Inclusive classes and parallel support structures are attached in the ideas of traditional special education and their role is auxiliary in schools. Students seem to prefer the support from a parallel teacher than a special teacher in inclusive class, far away from their regular classroom. However, both structures seem to reinforce the exclusion of students and

perpetuate their labeling, fact that is removed from the principles of inclusion and personalized learning. The main request of participants is the change of current schools into schools' open to diversity.

Keywords: Inclusive Education, children with disabilities

Paper 3: Preparing Teachers in Teaching Science to students with Learning and other Disabilities. A review of the recent literature

Denis Vavougiios, Maria S. Panagopoulou, Anastasia Vosnaki, Athanasia S. Panagopoulou, Alkistis Verevi, Panagiotis Papalexopoulos, University of Thessaly

Science education for students with Learning Disabilities (LD) of various severities is a challenge for both special and general curriculum teachers. The present study targets the instructional approaches in science education for students with Learning and other disabilities as described in the literature the last 25 years. These articles are included in the observatory database that is currently been set up at the Department of Special Education of the University of Thessaly. The common key points drawn out of the majority of the studies primarily concern the need for the teachers to understand the special nature of LD students and become more sensitive to their individual characteristics. In other words, it is highlighted that teacher efforts is the key to successful practice in teaching Science to LD students. Next, it is often necessary to apply a number of modified instruction strategies, appropriate for all students. One of the most commonly mentioned issues for LD students is the use and understanding of language (main mediator of scientific ideas) and literacy, which affects their ability to conceive and express science concepts. Textbook instruction is targeted so that effective adaptations such as the use of graphic organizers, study guides and mnemonics aid the pupils with the complex vocabulary and terminology. It is believed that science is a subject which unlike most courses within the curriculum requires multiple cognitive, organizational and reasoning skills. However, because of the nature of the subject, some opportunities for alternative teaching are offered. General strategies to increase student attention, engagement, enthusiasm for exploration and efficiency in learning are among others: explicit instruction, clear presentation of the context objectives, providing of sufficient reasoning, inquiry-based approaches, hands-on activities, role-playing, peer cooperation experiences, social interaction in the classroom and application of computer/technology tools. Assessment of the students' achievements is not of secondary importance, as it highly depends on the verbal and non-verbal skills and in the case of LD students, should be adjusted to the special conditions. As a conclusion, there is a general view that an important step towards optimizing the instruction efficacy is the educators' engagement in the purpose of teaching science for all the students, both by receiving training and putting a personal effort to prepare the lesson accordingly. Poor research on the issue is also considered to be an important limitation which could be overcome in the future.

Paper 4: How people with visual impairment conceptualize length?

Georgia Katsi, Georgios Kazakos, Spyridon-Georgios Soulis, University of Ioannina

The measurement process is connected with everyone's daily life. Perceiving length is an activity that humans encounter countless times every day, so the concept of understanding length is crucial for living and the role of vision must not be undervalued when dealing with the conceptualization of length. However, the question that arises is whether a person with visual impairment can understand length. Furthermore, how can someone conceptualize the size of an object when the ability to see its length is absent? The reason for conducting this study was the interest of the researchers to answer the above questions. In particular, this research was focused on the perception, assessment and measurement of length by people with visual disabilities. The sample consisted of people with visual impairment, studying in Primary and Secondary Education from the region of Epirus. The control group was formed by sighted peers from the same region. Participants were asked to complete a questionnaire, which included multiple choice questions regarding the estimation of length. The results could be used to design appropriate educational programs to support people with visual disabilities in order to manage their daily lives more effectively and to lead a life of quality.

Keywords: estimation of length; people with visual impairment

SESSION 2.3: Identity Issues**Paper 1: Effect of Young Adults' Identity Styles on Perceived Social Support and Affect in Greece of Crisis**

Zacharoula Petraki, Petros Drosos, University of Patras

Previous research has shown that identity processing styles are associated both with perceived social support as well as affect. Based on Berzonsky's model (1988), there are three identity processing styles namely informational, normative and diffuse-avoidant, derived from the socio-cognitive strategies that a person tends to employ when processing issues related to identity formation. As far as perceived social support is concerned, it is regarded as being the self-appraisal of the behavioral support of significant others. Affect is a person's general emotional state and is assessed as positive or negative considering his experienced feelings. The present study aims to examine, in a Greece of crisis, the identity styles in emerging adulthood and these styles' effect on perceived social support and affect. For this purpose, a questionnaire –which was constructed based on a combination of the Identity Style Inventory Revised (ISI3; Berzonsky, 1992), the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet & Farley, 1988) and the Positive and Negative Affect Schedule (PANAS; Watson et al., 1988)– was completed by a sample of 429 undergraduate students in Educational Departments of the University of Patras (the Department of Primary Education and the Department of Educational Science and Early Childhood Education). The collected data was quantitative and was analyzed by constructing regression models. The current study explored the possibility that, examined in Greece of crisis, the effect of each identity style of young adults on their perceived social support and affect differs.

Keywords: identity styles, perceived social support, affect, emerging adulthood, society of crisis

Paper 2: The Media and Racism The role of the Media in shaping citizen “intercultural” personality

Eirini-Maria Tzioga, University of Ioannina

The present study mainly aims to research the role that the media play (positive and negative) in shaping the “intercultural” personality of the modern citizen, in relation to the operation of the School. The media having evolved advantages (speed, repeatability, unparalleled assistance and control / guidance from the Institutions) in contrast to the classical Educational System, operate as a “parallel school” whose negative practices must be eliminated and denatured in collaboration with education, training institutions and pupils themselves (Foreigners and Immigrants), in order to shape a new contemporary and intercultural education. Initially, the identification of the generative causes of xenophobic and racist tendencies will be attempted, in conjunction with the distinction between Western and Greek racism as reflected by relevant studies and institutional frameworks. It will be proven that the effort for empathy-mutual respect-solidarity in diversity must be cultivated as a target of citizen's survival and the creation of a modern civil society. This will take place through the common symbiotic-participatory action of competent institutions, competent teachers and citizens themselves. An additional objective is to demonstrate the need for a mutation in the functioning of the media and to associate them with the institutional frameworks as legislated by the relevant bodies (UNESCO, the State, etc.). By adopting a “renaissance profile” of news and information, in the light of the objective image of the events, panic will be relieved, negative information will be filtered out of its phobic and insidious content, resulting in the mitigation of stereotypes and the cultivation of tolerance in diversity. A proposal to achieve this goal is to transfer the methods and ways of the media programs and material through the role of the educator (whose appropriate skills are analyzed in the current research), within the framework of the National Curriculum process. Also, the use of

supervisory training programs in the media, through the ICT and the use of English language will enhance digital literacy of students and educators, enabling simultaneously modern teaching methods. This study establishes that it is necessary to develop an “experiential perception” for the educational process, from the educational aspect, rather than receiving knowledge virtually and theoretically. Additionally, filtering the immense persuasive power of the media, ways to use it for the creation of the “new citizen identity” are depicted. That being said, it is pointed out that the scheduled joint student work plans in joint presentations via the internet, with the help of the media and their projection by the students themselves as important daily information, will ultimately foster their intercultural education, multilingualism and get us closer to the final goal for peaceful coexistence in our multicultural society.

Keywords: Mass Media, Racism, Interculturalism, Diversity, Citizen Identity, Education.

Paper 3: Stereotypes and Prejudices in advertisement. A research focused on social identity theory

Chrysafo Fili, University of Ioannina, Georgios Nikolaou, University of Patras

The current research focuses on the "stereotypes and prejudice" that underlay in advertisements and are of entirely human, collective and cultural construction. We chose to research this topic by conducting interviews with advertisers in order to discover if advertisements in our days correspond directly or indirectly to the beliefs of mainstream ideology in connection to "we" and "the others" breeding subconsciously stereotypical representations of reality or if on the contrary they contribute and promote to the mitigation of stereotypes and prejudice. Based on the theory so "social identity" we realized they "we" comes into contrast with "the others" in a way that "we" often out balances it. The construction of difference through advertising is done in a way that it is not perceivable. Nevertheless, the pre-existing opinions for the different exist not only on a personal but also on a collective level as stereotypes are echoed back into society. The initial data seem to confirm the power of advertisement as a form of authority focusing on its influence to promote or to impose prototypes, opinions and attitudes on the public that it is addressed to, leading to a universality (mass culture). While, on the other hand, there is a group of advertisers that supports the ban of stereotypes and all forms of prejudice through a large number of advertisements that aim at the transmission of strong social messages (Benetton).

Keywords: stereotype, prejudice, social identity, advertisement, mass culture

Paper 4: Belief in a just world and social identity of primary students

Spyridoula Tatsi, Penny Panagiotopoulou, University of Patras

The present study aims to investigate the relationship between the belief in a just world and social identity in fifth and sixth grade students. The belief in just world refers to the individual's need to believe that the world is a fair and predictable place where good things happen to "good" people and bad things happen to "bad" people (Lerner, 1965, 1970, 1980). Social identity research as defined by the social groups which pupils are identified with and the social roles that students come across, is based on self-categorization, social comparison and self-definition using ingroup dimensions (Turner, Hogg, Oakes, Reicher & Wetherell, 1987). The belief in just world and social identity are being examined together for the first time with primary education students in Greece. The sample consisted of 292 students of fifth and sixth grade of Achaia and Ilia area in Peloponnese. Data were collected with questionnaires, which were formed after a pilot study on social identity and translation of the scales of general (Dalbert et al., 1987) and personal (Dalbert, 1993) belief in a just world in Greek. The dimensions of students' social identity will be presented based on the results of factor analysis. The results of the comparison of belief in just world between the two genders will also be presented. The results will give a first glance at how primary students construct their social identity supporting teachers in their efforts to communicating effectively with their students.

Keywords: belief in a just world, social identity, social roles, social groups

SESSION 3.1: Psychology and Counselling**Paper 1: Social information processing of hypothetical events in children with proactive and reactive aggression**

Chariklia Prantzalou, University of Patras

Past research has begun to show that aggression in both children and adults is associated with biased social information processing. The current study further examined the social information processing (SIP) of events with varied outcomes in children high and low in reactive/proactive aggression. Participants were children aged 7 to 12 whose level of reactive/proactive aggression was measured using a standardized questionnaire. In addition, vignettes were developed that systematically varied with regard to peer intention (positive, negative, ambiguous) and stimuli presentation (verbal, pictorial), and were used to evaluate participants' SIP abilities (interpretation and response generation). The results of the current study might help us understand whether children with reactive aggression differ from children with proactive aggression in the way they process and react to negative and positive social experiences.

Keywords: Social Information Processing, Proactive Aggression, Reactive Aggression

Paper 2: The ability of distinction between genuine and fake smiles among socially excluded children

Elisavet Vlachou, University of Patras

Even though many studies have examined the relationship between social exclusion and perception of non-verbal communication signals, only few have studied the relationship between social exclusion and the ability of distinguishing a genuine smile (Duchenne Smile) from a fake one (non-Duchenne smile). At the same time, even though many of these scientific studies have investigated the ability of distinction between smiles among children, none of them associates social exclusion with the aforementioned ability at this age group. In the present study, students, enrolled in the 5th and 6th grade of elementary school, were presented with 20 animated videos of both genuine and fake smiles. Then, they were asked to evaluate them in terms of authenticity. In addition, it was examined how the genuine or fake smile can affect their desire for having someone as their teacher. Using socio-metric tests, socially excluded students were identified while their answers were thoroughly examined. The results and conclusions derived from the above survey contribute to the understanding of how this genuine/fake smile distinction is done in socially excluded children with implications in both the educational process and counseling procedure.

Keywords: Social Exclusion, Duchenne smiles, Facial Expressions

Paper 3: Equality Versus Equity - Helping Public Education Further Develop Talent

Neda Lapteva

Nowadays it can easily be heard that education is part of the system that kills individualism and personal growth. Is that so, and if yes - how can we change it? It can very easily be argued why we need education - because the more we know about the world we live in - the better decisions we can make - which means a better future. But are the downfalls of public education more than the accomplishments? Is it fair to have a system that expects the exact same standard of achievements in every single subject for all different individuals? Here, we

come to a philosophical debate about equality versus equity. Is it fairer to have the same standard for everyone, or is it fair to have standards that fit (go to the extent) to the individual's capabilities? It is monstrous to expect everyone to be high-achieving in every single field. It is exactly man's variety of individual talents that pushes progress forward. Some people can compose symphonies, but don't know the square root of four. Some people have no idea how a piano works, but can engineer a light bulb. Should education's only purpose be to give us a set list of dry facts and demand that everyone fits the same criteria? I believe that education should be individualized. Public education, but with standards fitting everyone separately. Yes, teach an average level of all subjects, but have personality tests, and prompt each and every student in their best possible outlet, best for their capabilities, and help personal growth in the area which best indulges their talent.

Keywords: educational system, individualist, equality, equity, talent

Paper 4: Teacher person-centered attitude and academic achievement in primary school children

Maria Chasioti, Stephanos Vassilopoulos, University of Patras

Previous meta-analyses have shown that positive teacher –student relationships are associated with optimal, holistic learning (e.g., Cornelius-White, 2007). Using standardized questionnaires and register data for more than 300 students in 8 suburban schools, this article further investigated the issue. Thus, we conducted an empirical test of the argument that teacher genuineness, empathy and unconditional positive regard, also referred to as person –centered attitude, increases academic achievement and fosters the psychological climate of the classroom (as perceived by the students). We also analyzed whether the impact of teacher's person-centered attitude on students' academic achievement is mediated by parental educational attainment. Our findings are expected to shed more light on the educational impact of teachers' person-centered attitudes and whether this impact is mediated by student's characteristics.

Saturday 1st July

Room T21

12.30 to 14.00

SESSION 3.2: Diversity and Education: Interculturalism-Multiculturalism

Paper 1: Refugee children in the Greek educational system: the English teachers' viewpoint

Athina Sevi, Georgios Sevis University of Ioannina, Georgios Sevis, PE teacher, Georgios Nikolaou, University of Patras

The present paper demonstrates the Elementary School English Teachers' opinions on the inclusion of the refugee children in the Greek educational system. The research was conducted in autumn 2016, when the refugee issue was a thorny one, causing controversy among the natives and making education an overlooked casualty of the refugee crisis. The semi-structured interview was applied as the most effective methodological implement to collect data. Thirteen (13) English teachers were interviewed in the prefecture of Ioannina, Greece. After their answers had been elaborated, the writer drew three considerable conclusions. Firstly, the Greek educational system is not equipped enough to support and include the refugee children. Secondly, although the majority of teachers are interculturally sensitive, they are neither formally informed by the state, nor properly educated and confident to confront such a challenge. Finally, the English language has the power to mediate and break the barriers to education and society, on condition that the circumstances are conducive.

Keywords: refugee children, Intercultural Education, state school, English teachers, English language

Paper 2: Forced Migration and Higher Education: Experience of being a Syrian university student

Gülşah Kisabacak, Boğaziçi University

Europe is facing its worst refugee crisis since the Second World War, with one million people applying for asylum. People, displaced from their origins, have no choice but to start again. However, to start again is a big struggle. Education for all refugees is essential to stand the challenges of a new environment. Literature shows that there is plenty of research regarding refugee education. Many focus on primary education. On the other hand, the importance of post-compulsory education is mostly ignored. Funding agencies are reluctant to support higher education of refugees. They think only a small group can benefit. However, tertiary education has the potential to give “greater voice to displaced populations”. Educated masses can re-build their countries once destroyed. This is a qualitative study designed to reveal the main challenges that affect access to and quality of higher education for refugees. Target population is refugees in higher education in Turkey. Data will be collected through interviews based on purposeful sampling. The researcher chooses qualitative research because it provides information about the ‘human’ side of an issue. Refugee students will be interviewed regarding their experiences of being a refugee student. Enriching literature on post-compulsory refugee education, the findings will guide policymakers in a way that they can learn more about the challenges of being a post-compulsory refugee student.

Keywords: Migration, Higher Education, Lifelong Learning and Adult Education

Paper 3: NGOs as learning organizations: investigating the means and the potential

Dimitrios Kapogiannis, TEI of Western Greece, Panagiota Vathi, University of Patras

The work of NGOs, especially in the present times, faces growing competition and shrinking budgets. They have to demonstrate that they make good use of the resources, while being obliged to learn from their actions and experiences and try new methods and practices, in order to be competitive and effective. Drawing on a body of literature that has been written mostly with implementation of adult education in business organizations in mind, tools and learning processes are explored keeping in mind that NGOs have to overcome several barriers to learning. The literature is supported by the findings of research that was carried out by the Department of Business Administration at Messolonghi Technological Institute of Western Greece within the context of the Archimedes III Programme, (<http://sil.demes.teiwest.gr/socialngo/?q=node/2>), during the period April 2013 – June 2014. A suitable questionnaire was developed using the relevant literature, and it constituted the main tool of investigation. Thirty-four NGOs that are active in the fields of social services and of the environment participated in the investigation. This research paper presents and discusses the results about co-operation between the NGOs questioned and other NGOs, the type of cooperation and the degree of satisfaction in that cooperation with other public or private agencies in providing and distributing literature for the dissemination of information. It also explores the role of NGOs in providing incentives, means and opportunities for organizational learning. Our main aim is to present basic methods and good practices for their efficient function.

Keywords: NGOs, organizational learning, tools for learning, evaluation of organizational learning

Paper 4: Children Missing Education: Special Education and Learning Disabilities of Syrian Refugees

Nilüfer Pembecioglu, Adnan Kiliç, Istanbul University

The paper concentrates on the refugee situation in Turkey nowadays reaching to 3 million people and having almost half of them as children under 18 years old. The educational point of view regarding the refugee’s situation, currently, is becoming more and more a complex and important issue since education is still regarded as the only way to fight the disabilities and uncomfortable situation that the war brings up. Most of the kids coming from Syria were under the effect of war for more than four years due to the constant fear and threats in the fields. These include mostly the unlucky part missing education both in their countries and in Turkey as

well. Now it is difficult for them to get back to their rows as students and get ready to learn as if nothing had happened. The situation is somewhat gloomy for those who are handicapped or requiring special education with learning disabilities. The study provides a glimpse of the situation experienced in the cities where the UN and AFAD refugee camps are such as Malatya, Mardin, Adana, Adiyaman, Osmaniye, Kahramanmaraş, Şanlıurfa, Kilis, Gaziantep and Hatay. The researching crew travelling through these cities had interesting observation and research findings, having individual and group interviews with the authorities as well as the settlers in the camps and outsiders. Thus, the presentation would be providing a short documentary film regarding the experiences in the field and remarkable background information, statistical data and educational outcomes regarding how the educational approaches are put forth for these children missing education.

Keywords: Education, Disabled, Handicapped, Gifted, Special Education, Syrian Refugees

Saturday 1st July

Room MIRAZIEZI

12.30 to 14.00

SESSION 3.3: Educational Practices: Teaching & Learning

Paper 1: Teaching and learning of Greek as a heritage language in Canada

Marianthi Oikonomakou, University of the Aegean, Themistoklis Aravossitas, University of Toronto

Modern Greek is taught in Canada mainly as a heritage language (HL) through an unofficial education system in which both public school boards and immigrant communities are involved. The institutions responsible to administer HL programs as well as the participating teachers and students are faced with various challenges characterized by diversity in terms of organizing programs, teaching methodologies, learning objectives and curricula. This study follows a community based research (CBR) approach that investigates the state of Greek heritage language education (HLE) in Ontario and presents the findings of a series of actions that took place between 2014 and 2017 with the collaboration of researchers, teachers, administrators, students and community leaders. The part of the CBR study presented in this paper explores particularly (a) the educational profile of Greek heritage students at the university level and (b) the professional background and training needs of Greek language teachers at the elementary and secondary levels. Using questionnaires and interviews with two groups of participants -100 university Greek language students and 25 Greek language teachers respectively- we use a theoretical framework of recent HLE research findings to analyze the complications of teaching mixed classes of heritage and foreign language learners and to demonstrate the professional development needs of instructors in Greek HLE. Through a self assessment placement questionnaire, based on the “I can do” statements of the Common European Framework for Languages, students enrolled in two undergraduate university courses in Toronto reveal their sociocultural, linguistic and educational backgrounds as well as the major motivating factors and preferences in relation to studying Modern Greek. The paper presents also the reflections of Greek language educators who disclose their teaching practices and challenges as they participate in a community-initiated professional development course and concludes with summarizing the basic parameters that affect HLE in multicultural and multilingual environments.

Paper 2: The Contribution of Play to Geometry Learning in Primary Education: A First Research Approach

Elpida Charalampidou, Anna Klothou, Democritus University of Thrace

Play seems to facilitate considerably the learning of mathematics and particularly of Geometry, mainly in the first school years, during which a playful context is sought, and becomes an effective contributor to learning,

while at the same time it facilitates the expression of pupils' ideas resulting in the emergence of both understandings and misunderstandings with regard to geometric concepts. This study explores the contribution of play to Geometry learning in Primary education and aims to illuminate the extent and the ways in which the play supports the conceptual understanding of geometric shapes in the first school years and especially in the first grade of primary school. The play in this research is regarded as the framework in which mathematical experiences and situations are created. The pupils' attempt to deal with them seems to promote the cultivation of mathematical ways of thinking and leads to conceptual clarification (Dockett & Perry, 2010). This study focuses on geometric thinking and its development, utilizing the play in combination with van Hiele's theory on Levels of Geometric Understanding (van de Walle, 2005). The sample of the research was 16 pupils from two groups of the first grade of a Primary School in a suburban area of Thrace. The research subjects were observed while they were involved in playful activities about geometric shapes. Then, their way of thinking was clarified by means of an interview. The data were analyzed using the methods of Content Analysis and Grounded Theory. The first results highlight the pupils' need of this age to rely on intuition and experience to explain their thinking while dealing with geometric shapes. Pupils associate the geometric shapes with moments, images, experiences and objects of their everyday life. Thereby they attempt to present their existing ideas about the geometric shapes which are treated both holistically (the geometric shape as an entity) and analytically (with reference to their constituent parts).

Keywords: Play, Geometric Thinking, Primary Education, Conceptions, Misconceptions

Paper 3: Integration of Arts In Teaching Methods of Mathematics

Georgia Valachi, Eugenia Apostolopoulou, University of Patras

From ancient times to the present day, Mathematics has played an important role to the evolution of various forms of art consisting the main element of those arts. In this present research, taking into consideration the above-mentioned correlation, a study has been carried out in regard with how Mathematics has contributed to Art. Its ultimate goal was the search for new Math teaching methods using Art as a main tool. In this research, fifty high school students took part who were taught a particular topic from the Math school book and were also appraised on understanding and express of interest. The same students were called to be taught the same school material without the use of school books, adapted to various forms of art. There followed a comparative study which involved the students' participation during teaching as well as their performance on the topic examined. There was noticed a significant increase in students' participation during the altered teaching method as well as a noticeable change in their performance.

Keywords: mathematics art teaching methods education

Paper 4: «Greek Public school inspectors' annual reports (1932-1950)»: Teaching with Primary sources

Martha Papadopoulou, General Archives of Greece-Historical Archives of Epirus

This thoughtful and original analysis aims to actively engage history teachers and students to the challenging issue of the study of primary sources. The project focused on the collection of how public school inspectors were involved in the Greek educational system during the period 1932-1950. Throughout our research, we use three archival processes as methodology: gathering, researching, and applying metadata. Our study aims to make accessible and explain the information about materials and ideas for teaching or ways of conducting lessons. . The main contribution of our essay is to highlight snapshots of the personal journey of each inspector in his/her effort to find the most effective ways to engage students with history directly. Firstly, by Contextualizing Archival Literacy we examine the evolving theory of archival literacy in relation to domain knowledge, primary source literacy, and information literacy. The purpose is to facilitate meaningful use of archival and manuscript collections. Primary sources can provide the framework for spirited classroom

discussions, debates and engaging projects. Secondly, we identify and explain primary sources through Teaching with Archives. Before teachers utilize primary sources effectively, they must understand the nature of primary sources. The educators provide an introduction to the value of this material in elementary and secondary education, i.e. frameworks for conducting workshops on the nature of primary sources. Access to primary source leads to an endless research journey. An entire team approach recognizes that in order for the team to be successful, members cannot operate in isolation. Each team member must know and appreciate every other team member's strengths and skills. Each team member must also be willing to switch roles when the need arises and remains focused on the success of the project. This means that everyone on the development team is equally responsible for quality. Thirdly, Information literacy and critical thinking discusses limitations of a lecture and the importance of resource-based learning and critical thinking (access, evaluation, organization and use of information aiming to better learning, problem-solving and making decisions). Moreover, discussing the limitations of lecture and the importance of resource-based learning, we extrapolate pedagogical requirements for fostering the development and use of high-level problem-solving skills. It then considers these requirements in relation to the development of computer-assisted instructional tools, such as Web-based information literacy tutorials. The role of the school inspector was initiated with the intention of appraising the educational staff and exercising many other administrative and supervisory tasks. We examine how this role was defined or manipulated by educational laws and the Greek government that was in place. Furthermore, we analyze relations between records and events. We emphasize relationships among different records and focus on three key components: identifying ways in which dominant cultural paradigms narrow archival pedagogy and practice; highlighting aspiring researchers for local history topics linked to these paradigms; and developing an archival educational framework to promote a critique of professional and societal norms on archival theory and practice. By this way we aim to create a modern and robust management system that will allow reformation and compilation of existing databases. All the school inspector material can be used to assess the impact of educational feasibility to improve electronic processes and share knowledge across various items. Thus these subjects call for a broader discussion by engaging archival academics and students, professional associations, roundtables, accreditation groups, archival employers, funding agencies and the educational communities who create, manage, and use records. Since the current trend is that knowledge material becomes more diversified, archival educators should acknowledge multiple and complex roles to help prepare students for positions that necessitate continuous professional and personal development.

Saturday 1st July

Room SOLOMON

15.30 to 17.00

SESSION 4.1: Special Education and Learning Disabilities

Paper 1: The use of game in the education and treatment of children with autism

Elissavet Roumpidaki, University "NEOFIT RILSKY" in Blagoevgrad-Bulgaria/KLIMENT OHRIDSKI University

The present inquiring work is a pilot research for the recording and investigation of opinions of teachers and representatives of specialities (logotherapy, ergotherapy, etc.) that works in institutions of special education with regard to the use of game in the education and treatment of children with autism. The game, as one of the more important occupations of child, constitutes fundamental factor of growth and practices decisive influence in the process of learning. The good game places the bases for the even growth of child and covers a big breadth of dexterities, aesthetic, kinetic, intellectual and social. Offering in the child the ideal conditions of entertainment, we invest in his future and contribute with the better way in the configuration of his personality. The game therefore should constitute constitutive element of program of education of all children and the teachers should they encourage his growth in the school. The main aim of game is the pleasure that it causes in the child. Thus, incorporating is rendered him in the school program of each child, the training process

a pleasant process for each child. Particularly important is also the role of game in the education of children with special needs, especially in the children with autism because the disturbances that they experience in the sector of communication. These children are complicated mainly in the growth the symbolic and social game. However, the game can be used for their education by the teachers, but also for their treatment from concrete specialities, as logotherapeytes, ergotherapeytes, social functionals and psychologists. In the particular work therefore it is expected are investigated the opinions, attitudes of teachers and representatives of specialities that work with children with autism or in the public special schools, or in departments of integration, but also in private institutions for children with autism, with regard to the use and the value of game in the education and treatment of this children. Also, will be investigated also the opinions of parents of children with autism with regard to the game of their children and the growth of game in the house in collaboration with the other members of family but also with the teachers

Keywords: The use of game in the education and treatment of children with autism.

Paper 2: Do people who have disabled siblings experience parental disregard? The studies on Mental Disorders and Autistic Spectrum Disorder

Mina Koukou, Spyridon-Georgios Soulis, University of Ioannina

Undoubtedly, the existence of a disabled person in a family may cause difficulties and complex issues among family members and how the family functions. Due to the fact that the needs of a disabled person are numerous and overwhelming, parents seem to regard their naturally growing children with indifference, leading them to experience parental neglect or unconcern. The following study was undertaken in order to interpret parental neglect and indifference towards the siblings of persons with disabilities. Specifically, cases of Mental Disorders and Autistic Spectrum Disorder were examined. The sample of the research consisted 60 children and adolescents who have siblings with disabilities, 30 of whom suffer from Mental Disorders and 30 from Autistic Spectrum Disorders. The audit team was composed of 30 siblings of naturally growing children. The results can be used for educational programmes regarding the psychic support of the parents as well as the siblings of disabled persons, with the aim of strengthening the bonds among the family members.

Keywords: Parental indifference, parental neglect, siblings of people with disabilities, Mental Disorder, Autistic Spectrum Disorder

Paper 3: Children with autism and classics

Arhodoula Panagiotakopoulou, University of Nicosia

How to teach children with autism ancient Greek or Latin? This is a typical educational research problem and a daily thought for teachers. Especially in a typical class such as the classics. Many teachers believe that they waste time and the other children will complain. This is rather paradoxical if one thinks that all children, especially those facing learning and developmental difficulties, respond positively to a learning plan based on interdisciplinary studies. The research aim is to encourage these children to participate in an ordinary class. My efforts to solve this problem generally in junior high school and specifically in my class were quite simple but also effective. The method I chose was to show great paintings which represent great texts, use puzzles from great battles as tests and ancient Greek or roman games were the prize for all. This experiential way has helped children become more involved in the class and have better exam results. I have noticed that in the hard senior high school the CLIL method (Content and Language Integrated Learning) helps a lot as the quotes. In the end, it was apparent that students were able to understand ancient Greek and Latin texts through the corresponding translation and to use the quotes to begin an essay.

Keywords: Autism, Ancient Greek, images

Paper 4: Adapted Educational literary courses for students with Autism Spectrum Disorder in Secondary Education

Vasiliki Kioutsouki, Secondary Education Kavala, 5th High School

Teachers of special education can use a variety of diversified methods and teaching techniques, which enable children with pervasive developmental disorders on the spectrum of autism to overcome the difficulties. Autism involves difficulties in various areas such as language skills, social skills, rigidity of thought. Therefore, these peculiarities are the basis for the design of specific training programs. A prerequisite of the proper technique is to understand the specific characteristics and difficulties of having every child in the autism spectrum. It is important to give weight to the skills and abilities of the child, not on his weaknesses. The Special Education Teachers can include in their traditional methods of teaching a variety of alternative methods and teaching techniques. Adapting training material according to the needs of children on the spectrum makes teaching enjoyable but also constructive. The purpose of this paper is to be mentioned methods and instructional techniques involving the linguistic skills (teaching reading, teaching comprehension, vocabulary teaching), the development of communication skills, social skills and flexibility of thought and behavior. Teachers can customize educational material to children and use appropriate methods and materials to enable students to cope with their difficulties. With the alternative instruction transfer knowledge, recognizing their peculiarities in the way of learning, as well as helping to discover and cultivate the unique talents of the soul and the mind. This present hypothesis presents methods and teaching techniques which have been implemented on children with pervasive developmental disorders on the spectrum of autism in secondary education and these students have presented important school progress according to their performance in their individual reports. Specifically aim of the educational research is the influence of the adapted training material on the student's school progress and also on the development of skills of children with autism. The students' individual school reports were used as a tool of collecting data. The findings of the research showed significant improvement of the students' school performance. In this study, the method of deliberate sampling from the general population of students of secondary education was followed. The above needs were covered by a number of 9 students who also composed the final sample of the research.

Key words: autism, teaching, educational materials, adaptation, alternative way of teaching

Saturday 1st July

Room T21

15:30 to 17:00

SESSION 4.2: Information and Communication Technology (ICT) in Education

Paper 1: Exploring the role of Information and Communications Technology (ICT) in language teaching: the case of the Greek Grammar Checker

Theodoros Kokkinos, University of Thessaly, Panagiotis Gakis, Anna Iordanidou, University of Patras

Major changes in today's society have led education to adapt in order to be compatible with the globalized world. For example, the use of Information and Communications Technology (ICT) in education has been a recent focus of attention for educational researchers, as they explore the challenges of using ICT and ways to integrate it into the curriculum. Competency in first language / mother tongue is considered to be one of the most basic elements of literacy in general. So, to meet the challenges of the globalized world, developing digital practices in the language class has become a necessity. Moreover, advances in the development of ICT have been seen to offer new opportunities for enhancing the quality and effectiveness of language teaching and learning. According to related research, the utilization and integration of ICT tools seem to assist not only pupils secondary students in acquiring linguistic competency and, particularly, writing competency but student teachers as well. Therefore, the main goal of this mixed-methods study is to investigate student teachers' experiences and perceptions about the use of ICT tools in the language classroom and specifically of NeuroLingo's Greek Grammar Checker during their participation in writing tasks. This goal comes as a result of

the fact that they are, as future teachers, expected not only to teach pupils linguistic skills but also integrate effectively ICT in language teaching. The participants are 80 undergraduate students who attend the Department of Primary Education of Patras University for the academic year 2016-2017, divided into two groups (experimental and control group). Questionnaires, constructed by the researchers, containing Likert type and open-ended questions were filled in by the participants. Specifically, the questions concern the role of the Greek Grammar Checker in supporting writing competency as well as its advantages and disadvantages for language teaching. Also, questions explore the participants' intention of using it as well as their suggestions for its effective utilization in the language classroom. Implications for the effective use of ICT tools generally in writing tasks are discussed.

PS: At the moment of submission, the researchers are analyzing the data and have no findings to write about.

Keywords: Language teaching, ICT in education, teaching methodology, teacher education

Paper 2: Using 3D printers in the today's classroom: offers, limitations and challenges Project's Title: Sustainable restoration of historical and ancient monuments using 3d printing materials parts friendly to the environment

Konstantinos Kalemis, National Centre for Local Government and Public Administration

Context During the last years, the application of 3D technologies to Cultural Heritage has provided successful results, with impact on preservation, valorization and heritage transmission. Now, the emergencies of 3D printers open new horizons for the heritage sector. The project goal was to combine low-cost techniques on 3D representation and 3D printing for the restoration of missing parts in cultural heritage preservation. As an example, to our project, we had read and collect information on the very first experience in which has been applied on one of the side chapels of the Church "Castello di San Martino dall'Argine" (Mantova, Italy), with the objective of integrating the two putti headless through a low-cost technological approach enabling the 3D reproduction of the missing heads.

Theory & Methodology To recreate the missing parts, the heads of putti preserved were used as a model. Firstly, the 3D models have been generated using open source image-based techniques. Then, the 3D models have been adapted to perfectly fit on the headless figures. Finally, the two new heads so obtained were printed in PLA (polymer) with a 3D printer Coobotws of 3D-PR and were mounted on the two putti headless, so going to rebuild the original integrity of the sculptural elements. The project results have been presented at the event "La Rivoluzione Dello Spazio 3D", focused on the relationship between technology and Cultural Heritage. Our project's learning goals: The Aims and Objectives of our project, are close to the National Educational Program and are: → The promotion of student's knowledge in the specific field. → The formation of a field of scientific interchange among disciplines → The development of research in related scientific fields. → To cover the needs of students and work as "trained staff" and as new "specialized scientists". We had divided our project in two directions, which are presented below: Direction A: Protection, Conservation, and Restoration of Architectural Monuments: The specific aims of the direction are the provision of special characteristics and of specialist knowledge of both theoretical and practical nature, for: → the study, conservation, restoration and rebuilding of architectural monuments, statues, pieces of art and areas of archaeological sites; → the protection and restoration of traditional dwellings, historic town centers, historic places and places of outstanding natural beauty, Direction B: Protection, Conservation, and Restoration of Works of Art and Mechanisms: The specific aims of the direction are the provision of special characteristics and of specialist knowledge of both theoretical and practical nature, for: → restoration and protection of works of art and → mechanisms of artistic or historic value. Field work experience Students of both directions are asked to attend workshops at specific ancient monuments and/or museum's educational programs, at various field experience projects, aiming at: → reconstruction restoration of ancient monuments and statues (like in Acropolis Museum) → Design and implementation of compatible materials for intervention on monuments and historic buildings.

Methodology Background and Planning The protection and sustainable renovation of old urban area are one of the key actions for sustainability during the rapid urbanization process in developing countries. The sustainable management of existing building is one of the key fields for the improvement of the old urban residential area. However, different sustainability goals often come into conflict with each other and demand choices and

compromises. Renovation projects are often more influenced by economic considerations than by care and concern for existing qualities.

Results & Conclusions The challenge for sustainable renovation policies should, therefore, be to combine respect for the character of the place with the high-quality design of sustainable measures. The project concludes that to maintain sustainability of the renewal and urban conservation approaches, the typical urban tissue and essential qualities of the historic areas and of the life of the communities, residing there should be maintained while adapting the physical structures and activities to some of the today's requirements

Keywords: sustainable development; urban rehabilitation and revitalization; environmental quality; deteriorated urban area

Paper 3: Teaching modern sculpture to primary school students: Implementation and evaluation of an intervention using virtual museums

Maria Sfakianou, Emmanuel Fokides, University of Aegean

There is paradox: never has citizenship education been more needed. The results of European elections, the growth of both populist and far-right parties, Brexit, the election of Trump, the developing fear of the 'other' and challenges to basic human rights have all begun to suggest society has fractured. Yet there is evidence that both the impact of citizenship education and indeed its place in the curriculum has been downplayed over recent years as other school and education priorities have taken the focus away from citizenship. Across Europe and wider there is research evidence to suggest that much of the impetus on citizenship education has been side-tracked -- it remains on the agenda of the school, but much further down the list of priorities. However, the picture is not entirely gloomy. There is evidence that once teachers and student teachers are won to the idea of citizenship education, then the subject and more importantly the content of the subject continues to thrive. It is, though, a hard job for those of us committed to citizenship education to combat the imperatives of neoliberal education. Drawing on both large surveys and case study approaches, this paper looks at the dichotomy between the needs of a citizenship aware community, committed to human rights and the perceived needs of a competitive neoliberal economy.

Paper 4: Information search techniques via the Internet for school needs and informational behavior: Evidence from students of A high school class

Vasiliki Manoli, Philologist, Librarian and Information Specialist

The notion of IT behavior when browsing the web is ablaze in the era of explosion of the various technological means. In this paper, we study the informational behavior when searching for school needs and the techniques used by 20 students aged 15 years in the A high school class in North Attica, Greece. The purpose of this study is related to its necessity. First of all, to investigate whether the studied high school students have the necessary skills to search, retrieve and evaluate the material for school work assigned to them. Secondly, to conceal the techniques used for the search and the knowledge / use or not the most appropriate research tools. Preferred quantitative research design and sampling using a questionnaire with semi - closed questions. The questionnaire was accompanied by the relevant consent form to parents. This explains the purpose of the work and the treatment of data by way of moral and legal. The results of this study confirm previous studies on the ignorance of students both for effective Internet search techniques, as well as for the evaluation of information sources located. In conclusion, it is emphasized that what is needed is for young people to learn how to learn, to have the opportunity to develop lifelong knowledge and skills to identify, consider and use the information as knowledge.

Keywords: Information, Informative behavior, Informative Literacy, Informational Search, Information Needs, Search Techniques, Information Sources

SESSION 4.3: Educational Practices: Teaching & Learning

Paper 1: Joining forces in the classroom: the American Farm School experience from theory to practice

Damiana Koutsomiha, Aikaterini Stamatika, American Farm School, Thessaloniki

The paper reflects the implementation of differentiated educational practices at the Secondary School of the American Farm School. The American Farm School is a non-profit educational institution in Northern Greece founded in 1904 by Dr. John Henry House, a missionary and practical idealist whose philosophy reflected a learning-by-doing attitude where the focus is to educate ‘the whole individual: the head, the hands, the heart.’ With educational programs spanning from Pre-K to Master’s, the Secondary School offers two programs, General lyceum and Vocational school. Students in the Secondary School programs come from every region of Greece, whether rural or urban, and live on campus. Differentiated instruction was introduced at the American Farm School in 2013 with a series of seminars conducted by faculty members of Saint Leo University, Florida, and Aristotle University, Greece. Differentiated instruction is based on the theory of Constructivist learning and Social constructivism (Vygotsky, 1978; Valianti 2013) ‘focusing on the role of the learner in making meaning and constructing understanding’ (Harasim 2012 p.68). It entails active learning for students whose needs are ‘reflecting a significant expansion of differentiation in class compositions’ (Panteliadou & Filippatou 2013, p.15). Practical examples and electronic tools will be presented, as well as an evaluation of the program by faculty and students with the use of interviews and surveys.

Keywords: differentiated instruction, ICT in Education, Teacher training, active learning, Constructivist theory

Paper 2: The perspectives of adult students attending a second chance school in Greece regarding the framing of their educational discourse and its comparison to their previous experience in basic education

Vasiliki-Eleni Selechopoulou, Jonathan Spyralatos, University of Patras

Second chance schools are a relatively recent addition to the Greek educational system. The fact that they are created for adult students, have a different curriculum and different teaching methods compared to basic education makes them an interesting field of research (Pigiaki, 2003). Due to these differences, and since the subjects taught are the same as the ones in compulsory education, we decided to design and implement this following study. The purpose of this research is to examine the opinions of the students participating in a second chance school regarding the framing of their educational discourse of which they’re a part as well as the similarities and differences they are experiencing compared to their previous experience as students of the basic compulsory education, which all of them have attended, to some extent. Our research instrument was a questionnaire consisted of several open-ended questions asking the students to assess their classes, teachers and their educational techniques and compare them to their previous experience in basic education. Data was collected during the Spring of 2017 and our sample consisted of adult students attending a second chance school in Greece. The significance of this study lies in the fact that these student’s attributes allow us to explore pedagogical issues that have not been significantly focused on before. Specifically, the fact that they are currently re-living the basic education out which they dropped out before, only this time in a way that differs in terms of pedagogy, curriculum organization, teaching methods, their own age and social context, allows us to make use of their life’s experience and shed light on aspects of the educational discourse that seem important to the students themselves.

Keywords: second chance schools, framing, educational discourse, adult education

Paper3: Facing Jedwabne How to Discuss the Polish Crime in a Polish School

Waligóra Janusz, Pedagogical University of Cracow

Defining research problems and aims The author draws attention to one of the most sensitive issues in Polish public debate of the last years – the case of Jedwabne. The problem was elicited in 2000 by Jan Tomasz Gross. This Polish-American scientist in his book *Neighbours* accused Polish citizens of a small city of murdering (burning in a barn) a few hundred of their Jewish neighbours in July 1941. Jedwabne has sparked a heated discussion in Polish media. Many serious scientific publications were written on the subject: historical, legal, sociological, anthropological and literary works, one of which has received a prestigious Polish literary award Nike (drama *Nasza klasa* by Tadeusz Słobodzianek). Waligóra raises two questions: whether this problem should be discussed in school, and if yes – when (the age of students) and how to do it? Answering the first question as “yes”, he presents a model of teaching about Jedwabne, addressed to students and teachers who could use it while working with children in a high school. finding information about Jedwabne; The education aims involve: distinguishing from various materials: document, testimony, reportage, fiction; pointing at controversial subjects, difficult to settle;

- evaluating historical and psychological credibility of the materials;
- evaluating the power of their emotional influence;
- analyzing attitudes of certain characters (murderers and the righteous);
- analyzing the role of Germans as the initiators of a pogrom;
- reflecting on sources of anti-Semitism and evil (*unde malum*);
- reflecting on the role of memory about Jedwabne.

Theoretical background and methodology Waligóra, as an academic educator and a co-author of series of Polish textbooks, refers to the modern pedagogical and educational theories, based especially on an anthropocentric approach and the philosophy of dialog (M. Buber, E. Levinas, J. Tischner) He refers also to pedagogical theories showing the connection between art and education (H. Read, I. Wojnar). On the other hand, as a literature specialist and a school teacher, he refers to the knowledge about the Holocaust literature and his own pedagogical experience. In particular he focuses on theories of the crisis of representation (limited possibilities of expressing the Holocaust, problem of creating art “after Auschwitz”), problem of appropriateness (ethical and esthetic conditions of literature and art referring to the Holocaust), the relationship between history and memory (different ways of reaching the past) or the Holocaust testimony and literature fiction (problem of aestheticisation of the Holocaust literature).

Expected results The author comes to the conclusion, confirming the preliminary assumptions, that it is necessary to choose relevant historical and literary materials and to raise appropriate questions. As a school discussion on the Jedwabne subject seems controversial, making use of objective studies, e.g. *Wokół Jedwabnego* – prepared by Polish Institute of National Remembrance (IPN) might be worth considering. There are some basic criteria for the selection of texts: an intellectual and artistic level, an esthetic value and genre diversity, attractiveness of reading and even the length of the literary work. Issues discussed during lessons were mentioned in the first part of this abstract. Students analyze texts, participate in discussions, prepare a poster about Jedwabne and take part in bigger projects: a school debate over Jedwabne or a competition for the best paper about it.

Keywords: education, Holocaust, Jedwabne, literature, memory

Saturday 1st July

Room SOLOMON

17:00 to 18:30

SESSION 5.1: Relationships in Various Educational Settings

Paper 1: Detecting and handling conflict in a team

Athena Radaïou, National and Kapodistrian University of Athens

In this day and age, no one can deny the need to acquire competences for effective conflict solving, particularly since this type of skills is considered to be fundamental and essential for modern-day life. A conflict can arise, sooner or later, in every possible team. The same thing applies to the education sector, either it is formal education or adult education. This paper constitutes a theoretical contribution in conflict management, with a special reference to conflict management in adult education. More specifically, it aims at exploring under what circumstances a conflict can be functional or dysfunctional, the types of conflict, the causes of conflict and lastly ways of conflict resolution. (with emphasis to the models of Thomas & Kilman on one hand and of Rahim & Bonoma on the other hand). A section is dedicated to adult education, because although there are many articles discussing conflict resolution in areas such as business management there aren't as many about conflict handling among groups of adult learners, especially from Greek authors. In conclusion, we could state that conflict resolution skills are necessary to everyone, hence, training in conflict management should start in primary school. Furthermore, successful conflict resolution means that the crisis is solved in a way that doesn't affect negatively the relationship between the persons who have the disagreement. Consequently, the decision about how each conflict should be handled must not be based on the level of hierarchy or on the power that a person has. Besides, the aim of every organization should be to use conflict as a means for mutual learning. If this isn't combined with change, it implies that knowledge isn't diffused properly. Last but not least, conflict management is an important part of the educational practice. So, for that reason, additional educational research is needed in this field.

Keywords: conflict management, types of conflict, causes of conflict, adult education

Paper 2: High-school teachers' perceptions on their role in treatment of students' mental health problems in relation to causal attributions, interventions and help-seeking

Eleni Andreou, University of Thessaly

Teachers have a significant role to play in identifying students' mental health problems. Furthermore, teachers' causal attributions influence the way they perceive and respond to students' problems. This study explored high-school teachers' perceptions about their role in identification and treatment of students' mental health problems in relation to causal attributions, selected interventions and help-seeking. 136 high school teachers were asked to rate the possible causes of the emotional problem described in a vignette, as well to evaluate the interventions and the professional help they would choose. They also completed a questionnaire about their role in identifying students' mental health problems. The results indicated statistically significant correlations between perceptions, causal attributions, interventions and help-seeking. The study contributes to understanding teachers' perceptions about students' possible mental health problems and underlines the need of teachers' training in identification of student's mental health problems, their causes and interventions that can be effective.

Keywords: teachers, students' mental health, causal attributions, interventions, help-seeking

Paper 3: Children's attachment relationships: interventions in the school environment

Maria Gkountouma, Maria Kouklatzidou, University of Aegean

Child-parent and child-teacher attachment relationships and their association to the child's future development have been thoroughly studied throughout the decades worldwide. Still, nowadays, amidst a grave fiscal and social crisis in Greece, when discussing about a child's future, most people tend to focus on the lack of funding in education, the problematic education system and the potential of a relocation and a professional career abroad for the Greek youth. In this paper, the focus shifts to the person itself and its family and social relationships with his/her peers and teachers, in order to discuss the ways in which secure or insecure attachment to them can have a direct impact on a child's and a teenager's future relationships, studies and career. The paper is informed by attachment theory, as initially discussed by Bowlby, Harlow and Ainsworth and expanded by other scholars, whilst it also draws from current research on the field, focusing on the teacher's role in an attachment situation with a student and the ways in which he/she can contribute towards a better future for the student, either

attending general or special education. After careful observations and note-taking throughout the years of professional experience in teaching, the authors aim at drawing attention and prompting reflection on attachment as a factor affecting school performance, personal and social relationships and future development. In this context, they proceed towards suggesting specific interventions in the school environment and in collaboration among all stakeholders. Such interventions are deemed necessary not only in order to secure a better development for the child but also in order to provide a stable and prosperous school environment for all students, enrich teachers' toolkits and empower them towards becoming more effective and feeling more satisfied with their work and decrease parents' anxiety about their children's development and adult future.

Keywords: attachment, school, development, intervention

Paper 4: Is the tolerance goal achieved in Greek educational system? Studying the opinions of university students on homosexuality in secondary education

Antigoni-Alba Papakonstantinou, National and Kapodistrian University of Athens

Tolerance has always been a challenge for the Greek educational system. Since the early '70s, many attempts have been made to secure equality among groups that are facing educational and social discrimination. Several laws have been voted and ministry circulars have been sent to schools. Various measures have been taken at national level, innovative programs have been adopted by all school units and training programs have been established for teachers in all educational levels and specialties. The main aim was to reduce discrimination in schools and promote acceptance towards all vulnerable social groups, such as women, migrants, Roma and Greek Muslims. A group that has been facing discrimination in all social structures and institutions and in the last years is beginning to claim the recognition of its rights and acceptance into the educational system is that of the LGBT community. The present study focuses on the status of homosexual teachers in the Greek educational system. More specifically, we tried to investigate the opinions of university students concerning the homosexuality of secondary education teachers. More than 150 questionnaires were distributed to students that would be teaching modern and ancient Greek in secondary education, asking them to express their opinions on non-hidden homosexuality of teachers in Greek schools. Preliminary results indicate that students participating in our research disapprove of teachers expressing their homosexuality. They believe that sexual preferences should not become known to the work environment, especially in the case that this is the school unit. Most of them also underline that teachers should be a model for their students and that such a revelation may cause problems in teachers-students relationships. As it is obvious, such results open a new path for research and make us wonder about the students' socialization for the profession, as well as the conditions of the professional life of homosexual teachers in the Greek educational system.

Keywords: modern issues in secondary education, tolerance and acceptance of sexually differentiated persons, teachers' homosexuality, socialization for the profession

Saturday 1st July

Room T21

17:00 to 18:30

SESSION 5.2: Language: First, Second and Foreign Language Teaching and Learning

Paper 1: Training for spelling and semantic acquisition of compound words to students of the first two grades of primary school

Eleni Keramisanou, Styliani Tsesmeli, University of Patras

The study aimed to investigate the effects of the training of the morphological structure of compound words on spelling and semantic acquisition by 60 Greek students of the first two grades of primary school. The

experimental group of Grade A consisted of 14 children, while the control group of the same grade of 15 children. Similarly, the experimental group of Grade B consisted of 15 children, while the corresponding control group of 16 children. The experimental design included the initial evaluation, the training and the final assessment of students. For the initial and final evaluation of all participants, they were constructed two experimental tools on spelling and semantic understanding of morphologically compound words. The intervention aimed to teach students the morphological structure of words through educational activities and took place within the mainstream classes of the school. Results indicated that after intervention both experimental groups significantly improved their performance on spelling but to a greater extent on semantic understanding of compound words, in comparison with the control groups which showed no significant change. Moreover, both experimental groups increased their performance on morphological transparent and opaque words, and showed to use more the etymological and semantic information of words than before the intervention. These results are compatible with the experimental literature (Goodwin & Ahn, 2013. Nunes & Bryant, 2006) and constitute a positive asset for handling children with or without spelling and semantic difficulties.

Keywords: Intervention, Spelling, Morphology, Semantics

Paper 2: Greek teachers' understandings of Typical Language Development and of language difficulties in primary school children

Konstantina Georgali, IOE, University College London

Research so far has established that effective oral language skills at primary school entry impact on children's access to curriculum and on their school well-being. However, although most children show Typical Language Development (TLD), a significant percentage present language difficulties at various degrees and types and need extra support. Therefore, it is important to explore teachers' understandings of TLD and of language difficulties and the strategies they use to enhance students' language skills. So far, Greek research in the field has been particularly limited. The present study addresses this gap while, in parallel, examines an innovative research perspective; whether Greek teachers make use of the structural and morphological particularities of the Greek language to enhance children's language growth. The research was based on a Sequential Exploratory Mixed Methods Design deployed in three consecutive and integrative phases with a sample of 137 teachers and of 60 children. Exploratory interviews comprised the first phase that set the research scene. Generalization of the findings was examined with a subsequent questionnaire survey and contradictory results were then followed up in a third phase employing a formal testing procedure. Results showed strengths and weaknesses in teachers' awareness of TLD, confusion of the nature of language difficulties but also strengths in identifying children at risk. Results provided a different conceptualization of children's language needs that reflected current advances in the field whereas, in terms of teaching strategies, they opened a new window for in- classroom practice. However, language teaching strategies used indicated lack of awareness of the dynamics of the Greek language as teachers barely capitalized on its particularities to improve language skills for all students in class. Practical implications for initial teachers' training and generalizations of the findings beyond the context of the Greek educational system and of the Greek language were also evident.

Keywords: Language development, language difficulties, teachers

Paper 3: The development of spelling and types of spelling errors in the writings of 3rd to 6th grade students

Ariadni Kokkinaki, Ioannis Dimakos, University of Patras

The purpose of the study was to investigate the development of spelling skills and the types of spelling errors primary school students commit when writing. Participating students were attending grades 3 through 6 of a public elementary school in Patras. Over two academic years, students were evaluated three times at 6-month intervals using a spelling task consisting of a list of words available from the students' reading books. Researchers recorded the number of correctly spelled words and spelling errors. These errors were classified in three categories: (a) etymological errors relating to the lexical part of the words which required increased

morphological awareness, the use of morphological strategies and the existence of mnemonic representations of words in long-term memory, b) grammatical errors relating to the ending of words and their spelling required morphological information about the grammar and the role of the word in the sentence, c) phonological errors, involving letter omissions or replacements letters, thus altering the phonological identity the word. The analysis of spelling performance of students showed that there is a clear development path of spelling from third to the sixth grade. Statistically significant differences were also observed between etymological, grammatical and phonological errors. Also observed were statistically significant differences in errors in the ending part of the words between the first and third measurement and the second and third measurements. Implications for the use of various spelling strategies by primary school students are considered.

Paper 4: Teaching news discourse in the Greek Lyceum: Language teaching proposals based on the multiliteracies framework

Anthippi Douka, Anna Fterniati, Argiris Archakis, University of Patras

Among the basic aims of language teaching in the Lyceum is students' familiarization with media discourse in order to develop a critical attitude. Students are expected to cultivate critical language awareness (Fairclough 1992, Clark & Ivanič 1999), realizing that news construct social reality through a particular ideological perspective. We first review the section of the current language teaching material involving news discourse, which was designed for students attending the second grade of the Lyceum (16-17 years old) in Greece. Based on our findings, we argue that these sections do not seem to help students recognize the ideological framing of the news (Douka, Fterniati & Archakis 2014). In this context, we designed and conducted an intervention which will allow us to investigate critical language awareness in 16-17 years old students. The intervention was based on the critical analysis of newspaper articles (Fairclough 1995), focusing on evaluation strategies as the main news' colouring practice (Renkema 1984, Bednarek 2010, Bednarek & Caple 2012). We compared the critical language awareness level of the students from the experimental group with the corresponding level of the students from the control group who were only exposed to the teaching material included in the language course-books used in Greek Lyceum. Here, we present a part of the experimental language teaching material, which is the main methodological tool for our intervention. It includes activities for selecting and processing newspaper articles in class, following the multiliteracies' model (New London Group 1996' Kalantzis & Cope 2012). According to some preliminary findings (from pre-posttests, observation, interviews etc.), students from the experimental group could realize that news construct social reality from a particular ideological perspective. Before the intervention, students' relevant skills were not developed to the same extent. On the other hand, students from the control group did not seem to capture the ideological framing of the newspaper articles, either before or after the intervention.

Keywords: Critical literacy, multiliteracies, critical language awareness, language teaching, news discourse, journalistic evaluation

Saturday 1st July

Room MIRAZIEZI

17:00 to 18:30

SESSION 5.3: Educational Practices: Teaching & Learning

Paper 1: Pre-School Education Example - TOKAT Project: "I am not scared of Earthquake"

Nuran Tuncer, Gaziosmanpasa University

As most of the territory of Turkey is in earthquake zone, we live with a lot of earthquake ranging from small to large in magnitude. Since majority of Turkish people are not conscious enough about earthquakes, unfortunately we are exposed large quantities of financial losses and loss of lives. The information given in below is obtained

from psychological support program after disaster teachers' manual for students which is prepared by Mother Child Education Foundation (AÇEV): Turkey is founded on one of the most active earthquake zones. According to the map of earthquake zones prepared by Disaster and Emergency Management Presidency, 92% of Turkey's territory is in earthquake zone, 95% of the population lives with earthquake danger, 98% of great industrial centers and 93% of dams are in earthquake zones. Because of the earthquakes occurred in last 58 years, 58202 people lost their lives, 122096 people were injured and 411465 structures were collapsed or heavily damaged. After the Van earthquake occurred in 2011, anxious questions of parents such as "earthquake resistance of educational buildings" and "what will their children do if an earthquake occurs" led us to study this topic. The questionnaire about the level of knowledge of earthquake which was applied to personal, teachers and parents in preschool education institutes in Tokat revealed that the level of knowledge about earthquake is not enough. As a result, a preschool education institutes in Tokat is selected as pilot implementation and the needs to be done are planned. The aims of this project are determined and given in below: 1. To increase the consciousness level of personal, students, teachers and parents about earthquake. 2. To prepare a safe environment in which the parents can leave their children. 3. To secure the environment for earthquakes. 4. To create self-awareness for 3-6 age children about earthquakes. 5. To carry out awareness-raising activities for personal, teachers, parents and students. 6. To set a safe unit from which the needs after earthquake can be met. 7. To increase consciousness level of students and teachers about safe living and first aid. 8. To provide to carry out the seismic survey of school building. 9. To fix the cabinets in the classrooms and to cover all the glasses with windows tinting for security. 10. To set a earthquake container in the school garden. As a survey method, attention, my first pictures, brain storming, trip an observation, drama, music, play, learning by doing, role modeling, expression, parent involvement, my last pictures and oral presentation methods were used. In this study, DEBAP program prepared by Dr. Leyla FETİHİ academician in Marmara University is applied as pre-test, application of program and post-test. Safe living and first aid programs are organized to teachers, personal and families by AKUT which is a search and rescue association established in 1994 Turkey. As a result of the application, content analysis is applied to "my first pictures" and "my last pictures" in order to determine the difference that is occurred in children who get this training. Frequency percentages are calculated as pre-test and post-test for the level of information of earthquake survey. As a result of the analysis, it has been determined that earthquake project is more effective in awareness-raising for children. Depicting the findings of the study in order to ensure earthquake education awareness in pre-school education will be presented during conference with detailed results of study, application photographs and suggestion.

Keywords: Pre-school, Children, earthquake, Safe school

Paper 2: The pedagogical dimension of evaluation through feedback

Konstantina-Maria Monemvasioti, University of Ioannina

The pedagogical dimension of evaluation through feedback ABSTRACT The evaluation of the student's performance is undoubtedly one of the most important issues of the educational process. It is an issue that daily concerns all stakeholders in the educational process. Carrying out a proper and effective assessment process requires feedback of the results both appraisers and evaluators. Given that evaluation is carried out to achieve specific objectives it is clear that the results should be communicated and used by both evaluators and appraisers. The feedback for promoting the educational work and optimizing school performance based on the pedagogical function of the evaluation. In the present work, we attempt to highlight the role of feedback in the pedagogical function of student educational assessment. Initially it is carried out a conceptual approach of the key terms in order to clarify them. Subsequently the aims and the stages of a proper assessment process are presented. The pedagogical function in the assessment of the student's performance is analyzed. Finally, the role of feedback in evaluating the teaching process, in locating learning difficulties aiming to adapt timely and appropriate educational measures for the rectification, enhance and improve the student's performance and teaching process.

Keywords: student assessment, student performance, evaluation stages, feedback, effective assessment

Paper 3: Patras teachers' perceptions on their practices about oral feedback towards high academic achievement bilingual students

Aspasia Lygda, University of Patras

The role of teachers' feedback in the educational process has been studied by various researchers. However, research for the Greek teachers' perceptions on their practices about oral feedback towards high academic achievement bilingual students has been neglected. The aim of this pilot study was to create a questionnaire that could help explore these concepts. Particularly this research tried to identify the importance teachers give to some of the practices that Kluger and DeNisim (1996) have studied, in order to find their impact on feedback interventions, and their relations with certain variables of this questionnaire. Two groups consisting of teachers from Patras were used; an experimental group (n = 46 teachers), which was given a scenario of oral positive feedback for these students and a control group (n = 43 teachers), that was given a negative one. Factors were created for the main levels of practices that can be created for these variables. Then these factors were correlated with other variables of the questionnaire such as the importance they give to their oral feedback towards these students and their personal opinion about their knowledge about this subject.

Keywords: teachers' perceptions, oral feedback, academic achievement, bilingualism

Paper 4: Narratology and creative writing at primary education

Efthymia Stavrogiannopoulou, University of Patras

Provided that Creative Writing along with Theory of Literature, specifically Narratology, are regarded to be of special importance in educational research as well as in class-practices, the main aim of this paper is to examine this connection in the light of modern research issues and teaching needs especially in Early Childhood Education. Initially, the theories of Vladimir Propp, Algirdas Greimas, Claude Bremond and Marie-Laure Ryan's are briefly introduced as the construction of the proposed theoretical tool relies on them. A writing sample in the form of a tale, entitled "The seashell castle", is then presented; the tale was created by kindergarten pupils under the guidance of their teacher using the proposed narratological tool, thus proving the connection mentioned above.

Keywords: Narratology, creative writing, primary education

Posters

Poster 1: Study on the evaluation of the bullying phenomenon in middle schools of Vlora region, Albania

Ina Nasto, Eljona Zanaj, Denada Kasemi, Aurora Bakaj, "Ismail Qemali" University

Bullying is a major issue that schools are facing today. Bullying is: repeated, harmful and aggressive behaviors between persons who vary in their level of power, which may be both physical and psychological. These include shocks, beating, verbal harassment, insulting gestures, exclusion or simply pressure to conform with what the buller wants or says. The bullying phenomenon is very serious and with consequences for the children who suffer from it ... they suffer in silence the arrogance and violence of others who are either older in age that he or her, or more aggressive. What is Cyber bullying? Formally, it is defined as "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices". Specifically, we say that "cyber bullying is when someone repeatedly makes fun of another person online or repeatedly picks on another person through e-mail or text message or when someone posts something online about another person that they don't like." This study aims to assess the current bullying situation in the secondary school system. This research was conducted to inform and identify bullying in school banks for ages between 11-15 years of age in primary schools in the city of Fier through surveys. Also, to make a comparison between boys and girls of this age who might be victims of bullying, but do not recognize it as a dangerous phenomenon. The first step for the

implementation of this study was the selection of schools where the survey will be realized. It became a combination of public-private and also town-village schools and the completion of the questionnaire to more broadly identify this phenomenon. This study is important because it aims to identify children who may be or have been victims of bullying, their response to these cases, the closing in itself or aggressive explosions and transmission of this violence to other children who are younger or the same age. At the conclusion of this study, it was made possible to understand that the phenomenon of bullying is widespread and should be studied in more detail, because it is a major problem in these ages.

Keywords: Bullying, cyber bullying, children, schools, questionnaire

Poster 2: The contribution of the development of higher cognitive functions in the process of synthesis, analysis and design - redesign of a system

Aristeidis Loukopoulos, University of Patras

The process of composition, analysis and design - redesign of a system is a very important challenge for the modern reality. The use of higher cognitive functions and especially metacognition and critical - creative thinking is an important factor in the process of synthesis, analysis and design - redesign of a system. Research has shown that higher cognitive functions effectively promoted through horizontal (cross-curricular) skills. In this study, an attempt was made to estimate the contribution that the development of higher cognitive functions in the synthesis process, analysis and design - redesign of a system. For this utilized methodological and research tools from PISA 2003 competition in the assessment of horizontal (cross-curricular) skills. The survey included a representative sample of 416 students in the third grade of middle school of Achaia. The choice of schools was by the method of Random Cluster Sampling. For the statistical analysis of the results and comparison of general instruments used simple analysis of variance with one factor (One Way Analysis of Variance). The survey findings show that the development of higher cognitive functions seem to help improve the performance of students in decision-making in complex problem situations, while the differences between the schools that have implemented varying degrees of development of higher cognitive functions were statistically significant.

Keywords: Problem solving, system, cross - curricular skills

Poster 3: Different methods of teaching science

Bakaj Aurora, Ina Nasto, Manuela Taraj, Ana Ballo, Ferasete Çizmja, "Ismail Qemali" University of Vlora

The aim of this study is to understand which is the most effective method in teaching science. The study performed in different schools of Vlora district, collected data through student's questionnaire in different schools. The questionnaire had eight questions and was distributed in six city schools (out of which three were private and three other state sector schools) and three country schools. The total of pupils that completed the questionnaire from all different schools was 150. The country pupils were 40 while the city pupils were 100. The number of the pupils in private schools was 50 while the pupils in state schools were 60. Some of the results were: the most used method was the active one in all the schools of Vlora district, but the percentage of this method is in a high level in the city schools compared with the country schools. The teaching tools are used more in private and state city schools than in the country schools. We presume that this may be because of the small budget of these schools compared with the others. Fairy projects are realized in all the schools, because they are part of the teaching plans.

Keywords: Active teaching, passive teaching, methods, teaching tools

Poster 4: Academic performance of university students in organic chemistry course based on cooperative learning: A case study

Neziri Anila, University of Shkodra

The traditional learning strategies still dominate in most of the universities in Albania. Students are passive learners, most of them intend to pass the examinations and have good results rather than on what they learn. The improving of learning is the higher education challenge in Albania. This paper is focused in academic performance of the students learning through working groups of Organic Chemistry. This program consists in meeting the students and working them together in Organic Chemistry. The undergraduate students of Biochemistry branch, University of Shkodra were separated in working groups for exam preparations and their results were compared with the students that did individual work. The cooperative learning provides a variety of educational benefits and has advantages over more than traditional models. These advantages include development of problem-solving skills that are not developed in a process such as one that occurs in a lecture. From the results of this study we proposed that the learning of Organic Chemistry in working groups would be more helpful for students. This study method results in a better exam test performance. Organic chemistry requires not only large individual study time but also study strategies.

Keywords: traditional learning, organic chemistry, academic performance, cooperative learning

Poster 5: The management and recovery of school wastes as a strategy for the implementation of Environmental Education at the 1st Cycle Schools in Angola

Santos Amélia, Maria Luisa Branco, Elisa Nzuzi Paulina Domingo, Eremias Lello Guimarães Correia, Pedro Zua Pereira, Universidade da Beira Interior

Environmental Education or Education for Sustainability practices are still insipient in schools in Angola, but this does not mean that it is not a priority issue for the Angolan Ministry of Education, which, mainly since 2006, has been working on the fortification of the implementation of the Environmental Education for the creation of the National Environmental Education Program of Angola (ProNEA Angola). Environmental Education aims to form individual conscientiousness in children and adults and endow them with solid information about respect and protecting the ecological systems for sustainability. One way of raising awareness about environmental issues may be implemented in the school through the management of the solid waste produced inside it. This practice may consist in planning, management, control and evaluation of different ways of utilization, preservation and mainly, reutilization of surplus consumed, without damaging the Environment. Solid waste management problems in some schools of 1st Cycle in Angola are the result of several factors, and it is important to fight against the lack of initiative that promote the Environmental Education, regarding the awareness of the school community about ecological integrity as one of the main principles of the Earth Letter. This research aims to study some theories that sustain the reflexive conscience of the school community about the preservation of the environment and seek actions to promote activities of continuous conscientiousness about the importance of the team management of solid waste inside the school.

Keywords: Environmental Education, solid waste, ecological integrity

Poster 6: The discussion on the effectiveness in education and the role of the OECD PISA (Program of International Student Assessment) exams

Aristeidis Loukopoulos, Eleni Karatzia-Stavlioti, University of Patras

The Organization for Economic Cooperation and Development (OECD) was mainly established promoting economic targets; then it has linked the implementation of these objectives through education and became one of the largest sources of economic, social and educational data worldwide. In particular, most data is collected from the publication and the commentary on the results of the Program of International Student Assessment (PISA) exams. In this study, the international political discourse in the texts provided in the frame of the OECD - PISA tests, mainly in the context of learning and evaluation, is studied. The purpose of this paper is to record and investigate the parameters and characteristics that evaluation is considered to have in order to contribute in the improvement of the quality of education. The basic methodological framework used is text analysis with political verbal discourse analysis elements; this analysis is applied on the OECD - PISA texts referring to

“measures of Cross-Curricular Competencies”, in an effort to identify the analytical “learning policy” framework in the contexts of impact, production, implementation, achievements and strategy. The results of this analysis throws plenty of light on the debate regarding the improvement of the quality of learning outputs through the application of cross-thematic/cross-curricular learning and evaluation practices in schools.

Keywords: OECD, PISA, effectiveness, exams

Poster 7: Combination of the molecular modeling as a didactic tool and systemic approach to teaching and learning (SATL) to improve students’ understanding of carbohydrate chemistry

Kozeta Vaso, Elda Marku, Jonida Tahiraj, Tirana University

Organic chemistry is a complex science. It often restricts student’s perception, with its concepts and structures difficult to understand. Problem solving is essential to learn organic chemistry and to develop the student’s skills. This study focuses on combination of the molecular modeling as a didactic tool and the systemic approach to teaching and learning [SATL] with the aim to improve students’ understanding of carbohydrate chemistry. Initially the lecturer gives the theoretical explanations of carbohydrates and then the different problems, to combine theory with practice and explore the result obtained by use of SATL and molecular modeling. The research was conducted in University of Tirana and University of Medicine of Tirana Albania. The population sample consisted of students of biology, medicine and dentistry courses and the data were collected through questionnaires, solving the exercises, etc. The students’ groups have worked with brainstorming technique. They took a specific issue (on carbohydrates chemistry) and created as many ideas as possible in a limited time. Two parallel groups had the same issues. The answers from both groups were compared and observed the level of knowledge of students. The data were collected from a general test prepared at the end of the semester for students, containing questions and problems related to carbohydrates. A correlation analysis between the students’ performance and problem type was done for all the data. The study demonstrates the importance of using molecular modeling as a didactical tool in teaching and learning process of the organic chemistry, especially for carbohydrates chemistry. The results of the final exam showed that students improved their scores significantly after being taught by using molecular modeling and SATL techniques. The construction of systemic diagrams helped students to understand not only the conceptual framework of carbohydrates, but also the important role of them in medicine and biology.

Keywords: SATL, systemic diagram, molecular modeling, carbohydrates

Poster 8: Positive and negative effects of Bilingualism

Eleni Rachanioti, A' KEDDY Thessaloniki, Natasa Makri, 2nd Thermi kindergarten school, Thessaloniki, Athanasia Emmanouilidou, Andreas Kaskaniotis, Special Education School of Propontida, Chalkidiki

Cultural diversity in Greek society is a reality that dictates the need to adopt new approaches to education. It is estimated that 11% of the student population in Greek schools of all grades has a language other than Greek. Teachers are the mediating link in the educational process. Research data though has noted that Greek teachers perceive bilingualism as an inhibiting factor in the school performance of the pupils that speak another language other than Greek. Thus, their integration is hindered and as a consequence learning difficulties emerge. However, a review of the research literature on the effects of bilingualism reveals the cognitive and linguistic advantages that L1 might have on L2. There are also negative effects of bilingualism that affect the student’s overall school attainment. Teachers’ training on the issues of bilingualism should be included in the Greek language policy, due to the new educational reality so as the management of linguistic diversity is successful and children from migrant backgrounds receive the appropriate education.

Keywords: bilingualism, review, effects, education

Poster 9: A Group Forgiveness Intervention for Primary School Children

Alexandra Koutsoura, Stephanos Vassilopoulos, University of Patras

Forgiveness therapy appears to be a promising approach to anger- reduction and the enhancement of emotional well-being in individuals (Enright, Knutson, Holter, Knutson, Twomey, 2006). Background studies examining the implementation of programs focusing on the practice of forgiveness in schools over the last two decades appear to support their effectiveness in promoting children's emotional health of improving their school progress (Enright, 2010; Enright, 2012; Gambaro et al., 2008). The present study further examined the effectiveness of a forgiveness 6-sessions psychoeducational group program for primary school Greek children. The sample consisted of 42 students aged 11-12 years, allocated to the experimental ($n = 21$) or control group ($n = 21$). Measures of anger, depression and life satisfaction of children were administered both at pretest and posttest. The results are expected to shed more light on the effectiveness of forgiveness programs on the promotion of mental health in children. Suggestions for the design and implementation of group forgiveness programs for children will be discussed.

Keywords: primary school children, psychoeducation, group, forgiveness, intervention

Poster 10: The interassociations among fear of death, spiritual sensitivity and self-reported attachment type

Fotini Apostolakou, Christina Katsikareli, University of Patras

This study aimed to investigate the interassociations among fear of death, spiritual sensitivity and self-reported attachment type in 155 children aged 10-12 from public schools. Children rated their own spirituality using the Spiritual Sensitivity Scale for Children. In addition, children's fear of death was assessed using the Death Anxiety Scale for Children. Children also completed the Attachment Questionnaire for Children, which was used to classify them as either securely, avoidantly, or ambivalently attached. The results indicated that girls were significantly more spiritually sensitive than boys. Furthermore, children's attachment type was found to be linked to spiritual sensitivity. Children who were securely attached exhibited greater spiritual sensitivity compared to children who were ambivalently attached. In subsequent regression analyses, self-reported attachment type was also a predictor of spiritual sensitivity, but fear of death remained a significant predictor of spiritual sensitivity even after removing the variance associated with attachment type. These results highlight a close link between fear of death and spiritual sensitivity in children and suggest strategies to alleviate children's fear of death through their spiritual awakening.

Keywords: fear of death; spiritual sensitivity; self-reported attachment type.

Poster 11: The help of virtual simulation of experimental models, in the teaching of biology

Eljona Zanj, Ina Nasto, "Ismail Qemali" University

As we think about whether to use technology in the classroom, we must decide what counts as technology. There are various uses of technology; some are straightforward and do not require much consideration in terms of whether it's best to use them. Others, which are more recent forms of technology, require deeper consideration as to how to use them most effectively. In general, as long as technology is balanced with the teaching of social and traditional academic skills, it has the potential to revitalize a classroom by appealing to different intelligences in students so that learning is more effective. Examples of technology that are relatively simple include overhead projectors and televisions. Then there are slightly more advanced uses of technology such as lab equipment (microscopes, kits for testing water quality, kits for sequencing DNA etc.). The theme of this study is for students to learn that technology is a means of solving a problem and as a consequence, they realize that technologies affect all facets of our lives. In this study, students investigate how to use technology to deepen and broaden their knowledge of biology. Additionally, students learn the importance of scientific research and are encouraged to think about the relationship among knowledge, choice, behavior, and human health. The method used for gaining the necessary data is from the use of questionnaires and tests. In some classes, in public and private schools, students during biology lectures were presented with a new method of learning biology, especially during laboratory hours, by using different computer programs simulators. For

example, if during the lecture they learned how to conduct the dissection of a frog, by using the virtual dissection lab, they experienced firsthand the steps to do a dissection. By using 3-D simulators that are able to simulate elements of biology, students learn more about molecules, ADN, proteins. During lectures, they learned about the molecules, its elements and function, by using virtual reality they saw said components first hand, their shape, their function in the molecule. In other classes, students learn biology using the normal teaching methods, and not employing the use of simulators or computer programs. In the end, the results of the questionnaires form the different classes, those using the simulators and those not using them, were compared, to see which method yielded the better results, benefited more.

Keywords: teaching, technology, simulators, analysis

Poster 12: Narrating teachers' intercultural capital in Greece

Spyridoula Giaki, Eugenia Arvanitis, University of Patras

Intercultural capital is a dynamic concept which draws from Bourdieu's theory on sociocultural capital and constitutes an important asset in our globalized world. Intercultural capital includes experiences relationships and rationalities between (different) cultures as well as skills and competencies towards a successful interaction with cultural others. It can function as a marker of differences, cultural particularities and sociocultural distinction, and it is (re)produced in a wide range of contexts where it is likely to retain, or indeed enhance, its exchange value (*field-transcendence*). The concept of intercultural capital can serve as an asset for teachers, especially those who deal with different cultural backgrounds, in order to develop a practical intercultural awareness for the global interconnected world we inhabit, and thus pave the way for significant (inter)personal and social benefits. The concept of intercultural capital can serve as a framework for analyzing the relationship between educational background, cultural patterns, attitudes and lifestyle. An enhanced intercultural capital may lead to choices with greater benefit for personal and professional development of the teacher, thus, leading to the prevention of social exclusion and ethnocentric thinking. Recent data suggests that Greek teachers are unprepared for managing multicultural classrooms, especially as xenophobic marches continue. The purpose of this paper is to examine the life experiences of selected Greek teachers compared with the development of intercultural capital that may lead to a change of attitudes and behaviors relating to the acceptance of diversity within the classroom and in society in general. The methodology adopted here is life-history which allows the researcher to explore teachers' realization of their intercultural capital. Extensive narrative analysis focuses on four interrelated key factors (Individual Characteristics/Practice, Familial Capital Resources, Fields of Struggle over (Symbolic) Power and Group Memberships) that form the intercultural capital of teachers.

Keywords: Intercultural Capital, Life histories, intercultural awareness, Greek teachers

Poster 13: Systemic Approach in Teaching and Learning (SATL) in Biology

Gezim Bara, University of Tirana, Majlinda Sana, University "Aleksander Moisiu", Enkelejda Bara, University of Tirana

Introduction: The teaching unit is one way of the organization of the teaching process. The important changes in the way of its organization intend to increase the yield and quality of the teaching process, strengthen the role of the teacher as the organizer of this process, and enhance the role of the student as a party in this process (Golemi B. S, 2013). The teaching process becomes pleasant if the communicative skills of the teacher prevail over the natural inertia of the students as they concentrate on a difficult topic.

Methodology: The study was carried out at the University of Tirana (Albania) in the Faculty of Natural Sciences, at the Department of Biology, with the students of the second study degree, in the subject of biology. Initially, the students were shown the application of the SALT method and the linear standards as the module "*Molecular organization of cells*" was being taught. Students were divided into groups at will. The first group employs the systemic method. The second group employs the standard (linear) method.

Results: The study show that in 2013 the control group had an average score of 20%, in 2013 the control group had an average score of 24%, in 2014 the control group had an average score of 27 % and (after the application

of the systemic method) show that in 2012 the control group had an average score of 22%, in 2013 the control group had an average score of 25%, in 2015 the control group had an average score of 29%. As can be noticed from the graphs, students of the control group encounter difficulties in the exam with regard to the systemic questions, the control group had an average for 3 years (26% contrasted to 20%). Thus, a comparison shows that the experimental group clearly achieved at a higher level as measured by total average score on examination (75% contrasted to 29%) for the 3 years altogether.

Conclusion: Based on the result of the study which lasted for three years, I jumped in the conclusion that the application of the systemic method in teaching and learning biological chemistry is successful. In this way, we increase students' responsibility to learn by reflecting a current dimension of learning.

Keywords: concepts, SALT, linear method, systematic diagrams.

Poster 14: Preschool Students' Understanding of Astronomical Objects and Solar System and their Categorizations of the Earth

Konstantina Thanopoulou, Maria Tsagakareli, Irini Skopeliti, University of Patras

Previous research in the field of cognitive development has shown that elementary school students have considerable difficulties understanding the scientific information about the Earth. The major reason for this seems to be that they categorize the Earth as a physical object and apply to it the presuppositions of physical objects, such as solidity, stability and up/down gravity. A re-categorization of the Earth as an astronomical object may precede children's full understanding of the Earth as a spherical planet that rotates around its axis and revolves around the Sun. In the case of the Earth this re-categorization is considered not too difficult since it is hypothesized that the students already have formed a category of astronomical objects. The purpose of the present study is to further investigate this hypothesis in preschool students. More specifically, our purpose was to examine whether preschool students have formed a category of astronomical objects and whether they include the Earth in this category. Additionally, we wanted to investigate if preschool students construct a heliocentric solar system and if these constructions are related with their categorizations of the Earth. Twenty-four preschool students participated in our study. An open-ended questionnaire on the categorization and the shape of the earth, the concept of planets and the structure of the solar system was used. The results showed that the majority of the students seemed to understand the concept of planets and astronomical objects. However most of these students did not categorize the Earth as an astronomical object. High correlations were obtained between student's categorizations of the Earth and their constructions of the solar system. The majority of the students, who categorized the Earth as a physical object, constructed a geocentric system, while there was no student who constructed a heliocentric system that categorized the Earth with the physical objects. The results of the research add to the literature regarding the relationship between conceptual development and categorization and have important implications for learning and for instruction.

Saturday 1st July

Room SOLOMON

18:30 to 20:00

FILMS

Film 1: "Passing Through the Doors of The Past" (58 minutes)

The presentation concentrates on the concept of door and the semiotic analysis of the doorknobs in Turkey. Referring to the intangible heritage issues the film aims to raise awareness of culture) the concept of door accompanied with the photography exhibition Passing Through the Doors of The Past.

Film 2: Puzzle (90 minutes)

The presentation concentrates on the Syrian Refugees in the camps and cities of Turkey.

SESSION 1.1: Educational Practices: Teaching & Learning**Paper 1: Effectiveness of the applicable functionalism of Differentiated Teaching in the school age: a qualitative approach**

Polyxeni Mitsi, Ioannis Fykaris, University of Ioannina

The increasingly structural changes, the high demands and the pedagogical challenges of modern educational reality call for innovative alternative teaching methods that will contribute to the dynamic exploration and redefinition of effective school knowledge. On this basis and taking into consideration the students' heterogeneity in the learning level of readiness, interests and learning profile differentiated instruction emerges as a modern teaching approach that can respond to the activation of psycho-spiritual potential of each student, by the involvement in the teaching process and the motivation for the learning approach. From this perspective, the aim of this paper is to present the effectiveness of practical implementation of Differentiated Teaching in the Language course in the sixth grade of Greek elementary school. In order to investigate qualitatively the didactic implementation of differentiated instruction in the educational process we used the experimental method of research. The research results in the experimental group showed that the implementation maximized the students' academic achievements and highlighted the potential of differentiated instruction as a mean to remove social inequality and to strengthen the ability of cognitive and metacognitive skills.

Keywords: Differentiated teaching, learning, students' academic achievements

Paper 2: Exploring preschool children's interests and educators' reaction to them

Eleni Pitsiani, Aristotle University of Thessaloniki

The importance of including children's interests in the educational process is highlighted by most contemporary early childhood curricula. According to the existing literature interests-based curriculum creates genuine opportunities for learning, is highly participative and contributes to children's academic success. Interestingly, the literature also suggests that there is little research available on how teachers respond to and use children's interests in their teaching. The purpose of the study presented here was to investigate the kind of interests preschool children bring in the classroom, the context in which they exhibit those interests, teachers' responses to them and the degree to which they utilize them for curriculum purposes. The research sample consisted of 23 children (5 years old) and two teachers in a public kindergarten class in Thessaloniki, Greece. The research ran for ten weeks during the school year of 2015-2016. Data were collected using qualitative methods such as observation and semi-structured interviews. More specifically, children were observed at different times of the school day, like teacher- organized activities and free play. The data of the research was processed by categorizing and coding them according to repeated topics. The results showed that children's interests were related to their favorite toys, children's movies, television shows and books, and their experiences from participating in family and community activities. The findings also indicated that most of the time children's interests were manifested during teacher organized activities, and teachers' reaction to them varied, with the

most frequent reaction being not to react at all. The presentation will discuss possible reasons for missing children's interests in the classroom and will conclude discussing how the organization of the classroom environment can enable children to express their interests and facilitate teachers to utilize them in the learning process.

Keywords: children's interests; early childhood education; kindergarten teachers' role; context of the classroom

Paper 3: Authority and autonomy in question

Penelope Voutsina, Moraitis School

The process of school education often involves students who attribute their teachers with authority that means epistemic power and credibility. At the same time, good school education tries to develop and empower students' ability to be in the position to challenge the notion of authority as such. Critical thinking becomes one of the central aims of good school education, namely, students' capacity to think for themselves. While these two features of educational practice seem contradictory, I will illustrate the theoretical context within they can be fruitful and complementary. First, I will show at what extent two current philosophical theories such as social epistemology and virtue epistemology in education could and should contribute to the educational aim of a mature independent thought or critical thinking. Second, I will argue that these philosophical tendencies (social epistemology and virtue epistemology) can contribute to the educational aim of a mature independent thought in line with a revised notion of trust to teachers' role. Finally, I will conclude with a new perspective to the question of what kind of intellectual autonomy should school education work on. The methodology that I will follow is based on the distinction between the concepts of testifying and reasoning. The theoretical research that I have made is focused on the combination of the above philosophical theories and their constitution of critical thinking as a means to autonomous minds at schools.

Keywords: critical thinking, authority, social epistemology, virtue epistemology

Paper 4: What works best for teachers and students? Analysis of teaching learning strategies in B.Ed. programme

Sharma Ankita IASE, Faculty of Education, Jamia Millia Islamia

Classroom is a dynamic place where student and teachers collaborate to learn, to develop professional skills and to generate knowledge. This paper is based on a case study of five teacher educators teaching the B.Ed. programme (Secondary teacher education) in a central university situated in Delhi, India. The objectives of study are- to analyze the teaching and learning strategies used in teacher training programme namely B. Ed.; to study the variations in teaching and learning strategies in relation to (dis)abilities of teacher educators and student teachers. The sample consisted of three female and two male teacher educators (both differently abled). The population of the classrooms was heterogeneous which included student teachers of varied medium of instruction-English and Hindi, and differently abled student teachers. Data was collected through direct observations of B.Ed. classrooms and informal interview with teacher educators and student teachers within and outside the classrooms. Researcher observed a variety of teaching and learning strategies being used in the B.Ed. classrooms based on the needs of student teachers along with the skills and limitations of teacher educators. Findings reveal that use of teaching learning strategies is dependent on the skills of teacher, needs of the students and their abilities. No teaching learning strategy can be designated as right or wrong. The expertise of teacher in making selection of teaching-learning strategies apt for a particular class and effective use of these strategies inside the class is of utmost significance in any classroom.

Keywords: Teacher Education, Case Study, Teaching and learning Strategies, Inclusion

SESSION 1.2: Diversity and Education: Interculturalism- Multiculturalism**Paper 1: Investigating Greek Primary School Teachers' attitude towards Critical Intercultural Education**

Theodoros Vavitsas, Georgios Nikolaou, University of Patras

The present qualitative research investigates, in the light of Critical Theory, putting emphasis on the Theory of Communicative Action, the Greek Primary School Teachers' opinions on the field of education called « Critical Intercultural Education», which refers to the relation between Intercultural Education and Critical Pedagogy. The writer selected the semi-structured interview as the most appropriate methodological tool to collect data and interviewed 15 Primary School Teachers employed in schools in the prefectures of Trikala, Ioannina and Arta. This paper aims at presenting the conclusions drawn after the teachers' answers to the questions about the content and combination of Intercultural Education and Critical Pedagogy were reviewed. The findings of the research highlight the teachers' theoretical and practical deficit in Critical Pedagogy, prove that they are quite competent at Intercultural Education and point out the need for further teacher education.

Keywords: Intercultural Education, Critical Pedagogy, Critical Intercultural Education, Critical Theory

Paper 2: The intercultural competence of early childhood education teachers

Eleni Pappa, Aristotle University of Thessaloniki

Intercultural competence is a quite recent field in intercultural education research. In order to reach the needs of the research we conducted, we studied the theoretical and research framework that focuses on intercultural competence upon teaching in multicultural environments. We performed quantitative research, asking teachers of urban and non-urban regions of Thessaly. The results were processed in the SPSS. Through the research we sought to find out: ♣ the extend of the intercultural practices of the teachers, ♣ how teachers adapt their work to multicultural environments and the environment of their class, ♣ to what extent the teachers are aware of the culture and the learning style of their culturally different students, ♣ whether and how teachers communicate and interact with their entire class. The questions mentioned above consist of the principles of intercultural education Essinger (1993) stated, Gay's culturally responsible teaching framework (2002) and Deardoff's pyramid model of intercultural competence (2006). Meaning to strengthen the validity and reliability of our research we included only early childhood education teachers that work in public schools. Our research is highly aroused due to the bibliographic and research shortage on teachers' intercultural competence.

Keywords: Multicultural Education, Intercultural Competence, Early Childhood Education Teachers

Paper 3: Morality in education: A research among culturally differentiated students

Irini Vegiannis, University of Patras

Moral development is considered as a major aspect of a person's personality starting even from the very first years of life. However, morality is not only consisted of the actions someone may do, but also of his/her thoughts and sentiments he/she may have before or during his action. This leads to a triptych between thoughts, sentiments and actions, which may either keep up with or differ from each other. Each person is exposed to lots of incentives, which affect his/her moral development. School is thought to be one of the most significant environments that edifies children's personality, as well as their moral thinking, sentiments and actions.

Contemporary school life is constructed upon multicultural principles, as students come from different countries and cultural backgrounds, speak different languages and believe in different religions. Therefore, every student facing a moral situation at school that needs a decision to be made and some action to be taken, comes across his/her personal beliefs. The purpose of this paper is to present some of the preliminary research findings of a doctoral study examining the issue of morality and moral development in the culturally differentiated students. The aim of this research is to investigate: a) Primary School and High School students' morality and b) the effect of some factors, as gender, age, origin and religion, on Primary School and High School students' morality. The methodology used is the quantitative research, while our research instrument is the questionnaire. Our sample is 1600 primary and gymnasium students from schools all over Greece, so that we ensure the sample's representativeness. The way we analyzed our data is by using the SPSS program, with whom we will be conducted to significant data, such as descriptive statistics and correlations between the questionnaire's variables. Some more specific objectives of the research is to investigate: a) how significant students think some moral values are, b) students' moral thoughts, sentiments and actions concerning these moral values, c) whether moral actions are influenced more by moral thoughts or moral sentiments, d) students' criteria on considering an action as moral and e) the correlation between students' morality and factors like gender, age, origin and religion.

Keywords: morality, school, multiculturalism

Paper 4: Crossing cultural borderlines

Anastasia Bourbou, Primary Education

The purpose of this study is to investigate how, when and why, teachers working with students from a different cultural background than theirs could be the starting point for a creative introspection, change the way we teach and deepening in the understanding of the role of the teacher. The goal is to find a way of accepting the otherness and turn it into a fountain of acceptance, understanding and cooperation in the relation between the pupil and the teacher. This study looks at the two - year work of a first-grade teacher to a group of Roma pupils in a village in Greece, near the city of Patras, Sayieka. The teacher dives into the causes of the poor school performances, upon observing the mismatch of teaching efforts and students' progress. The study is to show the tools and the methodological approach, the difficulties, the teacher's concerns that her effort might prove futile and the battle against school dropout. 'After all meeting with a student can change you as a person, if you allow it.'

Keywords: Roma students, cultural background

Sunday 2nd July

Room MIRAZIEZI

10:00 to 11:30

SESSION 1.3: Language: First, Second and Foreign Language Teaching and Learning

Paper 1: Investigation of 5th graders' capacities to revise their argumentative writing

Evgenia Bourazeri, Kleopatra Diakogiori, Anna Fterniati, University of Patras

By the process of text revision, students have the possibility to reflect on and evaluate their own writing (Scardamalia & Bereiter, 1986; Yang, 2010). Text revision is an important metacognitive activity for the development of students' writing skills (Alarmargot & Chanquoy, 2001; Myhill & Jones, 2007). However, only few studies have focused on the analysis of the process itself and even fewer have dealt with this process when a particularly demanding text such as the argumentative text is involved. In the pilot study presented here participants (20 Greek-speaking 5th graders) were assessed in two conditions. In the first condition, students were asked to revise an argumentative text according to a number of parameters including spelling, text structure, morphosyntax and appropriate use of arguments. In the second one, students were asked to revise an

argumentative text given by the experimenters for the purpose of this study. The same criteria were used. The revision process in this second condition was followed by a session of a strategy instruction including critical standards for argumentation. In the first condition there were two phases. In the first phase, revision took place almost immediately after text generation (two days after) whereas in the second one, revision took place seven days later and after the second condition had intervened. Findings, although preliminary, suggest that revising of one's own essay is a difficult task. In fact, students' performances were better in the second condition than in the first one. However, this task became much easier in the second phase of self-revision. Students' sensitivity to different types of errors was increased as well as their capacity to correct them. Students apparently were able to take advantage of the intervention both of time between text generation and text revision and of strategy instruction. Educational implementations and suggestions for future research will be discussed with respect to argumentative writing.

Keywords: revision, self-revision, argumentative writing, metacognitive activity

Paper 2: Vocabulary learning strategies emphasizing on Greek as a second language

Eleni Vlachou, Anna Iordanidou, University of Patras

Over the last few years, the face of our society has changed. Multiculturalism and otherness characterize not only the communities in which we live, but also the educational system. However, the "management" of a multicultural class and its students' inclusion in the school community is a very demanding process, and thus requires specialized theoretical knowledge and familiarization with a range of learning strategies. The objectives of this paper are to identify the vocabulary strategies used by students who used Greek as a second language as well the effective practices, which aim in developing vocabulary skills. Moreover, the study is concerned with sex differences as far as vocabulary learning strategies. The study begins with a review of the current literature on learning strategies, where definitions and systems for the classification of strategies are provided. The second part focuses on the research methodology. The instrument of data collection is a questionnaire administrated to primary school students. The findings are analyzed and presented in order to define the most commonly used strategies. Finally, the implications of the study are discussed and some suggestions are made as to the use and application of vocabulary learning strategies in the classroom.

Paper 3: The mingling-of-languages approach to testing: The challenge of assessing learners' translingual literacy

Maria Stathopoulou, Hellenic Open University

Due to population mobility and the inevitable cross-cultural contact among diverse groups from different ethnic, social and linguistic backgrounds, language users need to be equipped with the necessary intercultural tools and mediation skills that will enable them to successfully shuttle between languages. These skills are also important to be tested but the issue of assessing language users' multilingual competence is overlooked (Shohamy, 2011). Based on empirical evidence, this paper stresses the urgent need for language testers to consider translanguaging and cross-language mediation as a fundamental ability that needs (not only to be taught but also) to be tested, and points to the role of testing in the effort to support multilingualism. Specifically, this paper presents part of research focusing on what mediation entails (Stathopoulou, 2015) and what aspects can be tested. Drawing data from the Greek national multilingual exam suite (KPG), which innovatively assesses users' ability to mediate (i.e., to selectively relay in one language messages extracted from a source text in another language), an ability also included in the Common European Framework of Reference for Languages (Council of Europe, 2001), this paper presents an Inventory of Mediation Strategies which could contribute to the creation of standardized measures and clear benchmarks for testing translanguaging. The Inventory has been derived through an inductive approach to data analysis (i.e., by looking at a corpus of 54.000 words) and includes successful mediation strategies found in test-takers' scripts of different proficiency levels from different KPG test papers over a period of six years. The paper concludes by challenging the traditional visions of languages as separate systems of rules (codes) which echo separatist approaches to the use and testing of languages, shifts emphasis to

languages as meaning making systems (Baker, 2011) (resources) and provides the benefits of translanguaging as pedagogy in the multilingual classrooms.

Keywords: translanguaging, mediation, translingual literacy

Sunday 2nd July

Room SOLOMON

12:00 to 13:30

SESSION 2.1: Virtual Papers

Paper 1: Conceptualizing disability and the Challenges of Training Learners with Disability in Indian Context

Rajni Mujral, Thapar University

Conceptualizing disability and the Challenges of Training Learners with Disability in Indian Context Abstract
The aim of the study is to draw attention to the location of the non-disabled in context of Disability Studies. So far, the discussions around disability have tried to locate the disabled in the larger context of able-bodiedness. The focus here is of the responsibility of the non-disabled who has to question his own position in relation to the disabled and disability at large. The study takes its cue from Margrit Shildrick's statement (Dangerous Discourses of Disability, Subjectivity and Sexuality) who questions the sense of "responsibility" of the nondisabled. It suggests the inadequacy of an ethics based on the distinction between bodies and emphasizes the need for a better model that encompasses and includes the "touching" subject. Besides, it would further claim the relevance of Mikhail Bakhtin's notion of grotesque realism for a critique of the prevalent approach that is based on segregation and exclusion of bodies labeled as "disabled". The human 'body' is at once biological and socially constructed, through normative understandings of what it should ideally be. One of the aims of body studies is to problematize the relationship between the two, and disability is a key focus. Disability, it should be obvious, is not an intrinsic property of individual bodies: it is relational, the outcome of a 'mismatch' between the body's form/functionality and the norm of the 'able' body. It signifies difference, marking disabled bodies as abnormal, and inadequate in terms of a bodily adequacy that is more cultural than biological. The 'able' body is that which is ideally (re)productive, and those bodies that do not conform to this ideal are, in the social imaginary of embodiment, negated and devalued. The stigma of the disabled body has had two contradictory effects. Historically, it has led to the exclusion of disabled people from all social activities that are premised on a normative understanding of ability. In recent years, however, it has led to a vigorous political mobilization around disability, challenging hegemonic norms of the perfect body. The study attempts to examine the political implications of bodily disability. How does a critique of disability impact the contemporary understanding of the 'human'? How can we develop a critique of the many forms of the 'inhuman', such as dwarfism, gigantism, Siamese twins, and other 'monsters'? The study would focus on select writings of Indian authors to analyze and develop a model that critiques the category of the abled/disabled. Further, the paper attempts to examine how the notion is dealt with in a space like a university and how various disciplines, especially the humanities ones, are grappling with this issue in and through the curriculum. It also raises the need of a change in the curriculum according to the needs of the learners and suggests an alternative model to conceptualize the issue and to deal with it at grass root level.

Keywords: Disability, Learners, Education

Paper 2: Discrimination in Schools: A review based study of barriers to Education in India

Mohna Bhaijora, Jawaharlal Lal Nehru University

The Right to Education Act (2009) acknowledges that every child should receive free and compulsory education, irrespective of their ethnicity, gender, abilities, disabilities and age. The schools also try to promote the idea of inclusive education. However, it should be noted that equality in education cannot work until the social structural factors such as caste, class, gender that exist in society are understood by the schools. These social structural factors create inequality among children in schools which stand as a major barrier to education. The mainstream psychologists mostly blame the students' psychological traits for their low performance or dropout from school. However, it is important to note, as said by Ramachandran, (1996) that mass education cannot be without overcoming the barriers in the Indian society, such as discrimination in terms of caste, class and gender. Children face various kinds of discrimination in the classroom. It is important to note here that, these inequalities do not fall equally on all segments of the children studying in school. The children who are from the disadvantage communities and background face more difficulties and suffer more than the powerful or the mainstream groups (Burton, 2007) and the dropout rates are also found to be more severe (Rumberger, 1987). Schools also tend to discriminate children on the basis of caste within the school environment. The message of social inferiority conveyed by the teacher and peers to the children whom they consider to be of low caste, also affect their motivation in coming to school (Nambissan 2000). Past studies show that girls are more denied from access to schooling in India. The census of 2001 shows that while the gross enrollment ratios were 95.17% for children, the dropout rates were 40.7 %. The effect of gender in low SES children further needs closer investigation (as cited in Arnold & Doctoroff, 2003). All these factors have played a major role in the students' lack of motivation and drop out of schools. Although, we cannot make schools completely responsible for these social issues, but they can definitely serve as a great help and mediator for providing equality in education. In order to provide a base for my research, the theoretical framework will help in guiding the main idea behind my work. The ecological systems theory by Urie Bronfenbrenner explains the development of the child by understanding the relationships of the individual with their interconnected environments. In the present study, I will focus on the school context of the child. His theory sees the development of a child as not only biological or physical but also as social. Therefore, his theory will provide a well-supported rationale for my research. As most of the mainstream psychological researches have blamed the child for every cause, the present paper will try to critically examine the mainstream approach of education. The present paper will try to highlight the impact of social structural factors (caste, class, gender) on education, unlike the mainstream theories that focuses on the deficits in the individual. Also, it will help in taking future interventions for the child and promote future research in the same line.

Keywords: Social structural factors, mainstream approach, proximal processes

Paper 3: Contemporary Issues in Education: The Case of Turkey from Students' Perspectives

Hatice Irmaklı, Doğu Demir, Istanbul University

A globalised world and a globalised world culture brought along new challenges in many areas and fields. Such new challenges and problems required new ways of thinking and new perspectives in order to be solved, which is why there are reforms being made and to be made to keep up with the new dynamics of the globalised world. One of those fields that face new challenges is education. Economic, technical and regional factors have always had crucial roles in affecting the quality and accessibility of education. Yet while the improving technology is changing our lives in a rapid way, education systems in many countries, on the other hand, haven't been able to keep up with enough quickness, that eventually resulted in more and new type of problems to deal with. The

students going through many stages of the education system in their countries have been and are the ones who get affected by upsides or downsides of the system or the recently arisen problems. The current education system in Turkey consists of 12 compulsory years that are basically divided into 3 main stages. It includes 4 years per primary school, secondary school and high school. The higher education is optional with a requirement of an entrance exam beforehand, yet thanks to it being tuition-free, the total student enrollment is over 1 million. Nevertheless, there have been many changes in the education system in a short amount of time in Turkey for the past 10 years. These major and fast changes leave students to find it hard to adapt themselves to the system, along with creating different problems. This paper focuses on issues and modern problems in education in the case of Turkey, from the students' perspectives. The existing problems which students face in different regions of Turkey may vary by reason of geographical differences, and diversified socioeconomic and regional variation. Therefore, a survey would be made that contains questions regarding the existing problems of the current Turkish education system for students to answer based on their own opinions and personal experiences. Students are also asked to express their own perspectives on the prospective challenges and problems that may arise, in the light of globalization. They are expected to provide possible solutions for the existing and potential problems, which might uncover the more realistic needs of students so that more practical and efficient approaches can be taken to improve the education system. The total number of participants are 500 students, all of whom are studying at Istanbul University. That's mainly because they have been through all stages of the education system so far, which could help them to point out better-outlined problems and solutions. The analysis of the data and a discussion of the analysis would be brought to a conclusion.

Keywords: Education, Educational Problems, Globalization, Turkish Education System

Paper 4: Do Not Miss the Second Chance: Second University

Doğuş Demir, Hatice Irmakli, Istanbul

In many countries, university education is just a dream. Regarding the income, socio-economic, cultural and educational level of the family, only part of the population could have a dream to become 'something' through education. Due to the high cost of university education and low literacy rates, most of the university students have a chance of being the first one in the family to get a university education. When they get into the big cities to attend to the courses they really get lost since it's really hectic and expensive. Most of the youth start to work due to poverty and high unemployment rates in the country and almost none of them has high ideals for the higher education. Yet, nowadays this mentality is changing throughout the time when the constitutional principles underlining the Turkish Educational system started to be followed. These are: Universality and equality, Fulfillment of individual and social needs, Freedom of choice, Right to education, Quality of opportunity, Education for all throughout life, Adherence to Atatürk's reform principles including secularism, Building of democracy, Scientific approach, Co-education, School parent cooperation. Since 1998, universities have been given greater autonomy and were encouraged to raise funds through partnerships with industry. Regarding the numbers, in the academic year 2001–2002 there were 76 universities throughout Turkey, 53 of which belonged to the state and 23 to foundations. Yet in a very short time, the number of the universities reached to 167 quite recently. There are around 820 higher education institutions including universities with a total student enrollment of over 1 million. Those who could pass the national university entrance examination organized by the national examining body students, if they succeed, continue with their studies at a university. Even if the rates of the university graduates reaches up to 37% around Europe, only around 10% of the Turkish youth could be successful to get a seat at the university and more than 50% of them are not happy with what they got. However nowadays, the parents, businessman, elder people and even the educators are taking their seats as the late comers because they have a second chance. Once being enrolled for a university, individuals might get another degree via online courses and this helps them to get through an interdisciplinary way. This paper concentrates on the ways, campaigns and convincing methodologies introducing the second university chance to the society. The issues such as how the university education is handled, what premises were sought and how the individuals and groups are provided better carrier opportunities were really very interesting. This paper concentrates more on the advertised, idealized university education image provided through the media and provides discourse analysis as well as semiotic, context and content analysis of these ads.

Sunday 2nd July**Room T21****12:00 to 13:30**

SESSION 2.2: Diversity and Education: Interculturalism-Multiculturalism**Paper 1: Immigration and cultural diversity in classroom: primary school teachers' social representations***Glykeria Goula, Nikolaou Georgios, University of Ioannina*

This paper aims at exploring the social representations of immigration and cultural diversity which are reflected in the school classroom. The research is based on the social representations' theory and investigates the representations that primary school teachers may have about immigration in general and cultural diversity in the classroom in particular. Moreover, it is investigated whether teachers feel well informed and ready to handle the cultural diversity in the school classroom or not. The findings resulted from qualitative research data and more specifically 16 semi – structured interviews that primary school education teachers gladly gave to the researcher. The results indicate that teachers' representations about immigration are based on the word "need". So they state supportive and helpful towards immigrants and their children. Furthermore, their representations about cultural diversity in the classroom rely on the perceptions of educational weakness and personal anxiety.

Keywords: social representations, immigration, cultural diversity, intercultural education**Paper 2: A Roma student narrates...A case study on student and mathematical identity***Foteini Terzi, Angeliki Pisimisi, Sofia Sykianaki, University of Athens*

In this paper, we examine the mathematical and student identity of a student who comes from the Greek minority of the Roma community, and who lives and is attending his first year of senior high school in a blighted, underprivileged area, which is home to a significant proportion of Roma inhabitants of Athens. We consider this Roma student a successful one, as he is one of the very few that have not dropped out of school and have reached this grade. The aim is to examine the factors that have been more effective in shaping the mathematical and student identity for this Roma student and to consider the elements that differentiate him from other Roma students, who drop out of school during the first years of their education or do not attend school at all. The research is a case study with ethnographic data adopting the narrative method, via personal interviews, and was conducted between March and May 2016. It was based on the Vygotskian perspective of social construction of knowledge through interaction and the main data analysis axes were student and mathematical identity, under the prism of individual cultural identity. We came to the conclusions that family and cultural characteristics of Roma are two influential elements for the formation of his student identity, while training and every day involvement in financial transactions led him engage more with the arithmetical aspect of mathematics.

Keywords: student identity, mathematical identity, Roma, narrative**Paper 3: Investigation of the intercultural sufficiency, readiness and capability of potential teachers of the primary education***Vasiliki Asteri, Fotini Georgoulia, Konstantina Thanopoulou, Maria Koulou, Styliani Laze, Konstantina Mpalasi, Christina Ntotsika, University of Patras*

The Modern Greek school is a multicultural and multilingual shaped space. The teacher is called upon to respond to the needs of this cultural diversity. This study investigated the intercultural sufficiency and readiness

of the potential teachers of the primary education. In particular, the sample was comprised of 429 students of the University of Patras who were in the 1st and 4th grade. The most important findings were that future teachers want and feel prepared to deal with an intercultural class without, however, recognizing the contribution of their studies to it. Indeed, students in the 4th grade feel more intercultural sufficient, ready, and competent than those in the 1st grade.

Keywords: multicultural class, intercultural sufficiency, intercultural readiness, intercultural competence

Paper 4: The diversity in kindergarten: Attitude and diversity management as culture forming agent of the school

Konstantina Bousia, University of Patras

The massive entry of immigrants into our country in recent decades has shaped a new reality in the field of education as well. School classes tend to turn into multicultural, thus affecting school culture as well. This thesis focused on the field of diversity in kindergarten. The issue of diversity has been a major concern for the scientific community in Greece and globally. The field of intercultural education has attracted the interest of both educational institutions and politicians. The aim of the research was to examine how diversity is addressed in the nursery school, as well as the effects of attitude and diversity management as a factor in shaping the school culture. The research tool was a questionnaire with queried and anonymous questions given by the researcher to kindergarten teachers in the prefecture of Achaia. The findings of the research are many. As for educational issues such as diversity, educators have a positive attitude and flexible pedagogical and teaching behavior, they seem to understand the problems of foreign pupils and try to help their smooth integration and full adaptation. With regard to school culture, they argue that it develops and improves through teachers' positive attitudes to teaching techniques, but is also influenced by competence and responsiveness to diversity. The vision of administration is an open school community that accepts the linguistic and cultural diversity and harmonious coexistence of all students with the ultimate goal of developing the school culture that will determine its productivity and effectiveness.

Keywords: Diversity, kindergarten, school culture, proficiency, attitudes.

Sunday 2nd July

Room MIRAZIEZI

12:00 to 13:30

SESSION 2.3: Educational Practices: Teaching & Learning

Paper 1: Designing multimodal texts in primary school: a didactic intervention

Theofanis Zagouras, DESECE University of Patras

The proposal aspires to contribute to the discussion about the role of multiliteracies in education through a didactic intervention related to the design of multimodal texts in the subject of Language. The logic behind this attempt lies: a) at the findings of previous research who showed that school textbooks have become more multimodal (Dimopoulos, K. & Koulaidis, V. & Sklaveniti, S. 2003) and b) at the work of theorists who claim that education should adopt a perspective that takes under consideration the significant global changes, such as migration and the cultural diversity on the one hand and new communication technologies and the diverse

modes of communication and representation on the other (New London Group, 1996; Cope & Kalantzis, 2000). In the current Greek educational context, the curriculum of subject Language makes no reference to the Pedagogy of multiliteracies. Instead, it foregrounds the teaching of the mode of writing and, respectively, pays less attention to the other semiotic modes that contribute to the meaning of a text. This situation seems controversial due to the vast number of multimodal texts contained in Language textbooks that pupils get engaged to. Furthermore, teachers' practice treats multimodality as a kind of creative construction of texts that pupils simply add a few brush strokes and color to accompany written text. Our intervention is based on the data of an ethnographic type research (Green, J. & Bloome, D., 1997) that was conducted for the purposes of a PhD thesis related to multimodal literacy in the Greek primary school. The research findings showed that pupils constructed multimodal texts, such as advertisements, posters, etc. in a way that privileges the mode of writing while image, color, typography were implicit issues both for the curriculum and teachers. It aims at teaching to pupils what multimodal texts are and how each mode can be a carrier of a distinct meaning. Based on the finding of our observations we designed and implemented an intervention in two primary schools in order to make explicit to pupils of year six aspects of the image, typography, color and the relation between image and text. We used some work sheets that helped pupils in the analysis of the multimodal part of advertisements and posters through instructions and a simple metalanguage of the semiotic resources mentioned above. The findings from the intervention give us strong evidence of the usefulness of our attempt, because the pupils managed to use the simple metalanguage they were taught to explain and analyze the texts they constructed.

Keywords: multimodality, literacy, design, texts

Paper 2: Investigating the didactic principles of the new curricula of the school subject of the mother tongue in Basic Education in Finland, putting emphasis on Phenomenon-Based Learning

Maria Bimpa, Ioannis Fykaris, University of Ioannina

The aim of this research proposal is to investigate the didactic principles, which determine the modern curricula of the school subject of the mother tongue in Basic Education in Finland, the way these didactic principles are related to the Phenomenon-Based Learning. To achieve this, qualitative and quantitative content analysis was employed and our research material was the modern national curriculum of this specific country and the regional curricula regarding the school subject of the mother tongue. This school subject was chosen due to its significant place in the school curriculum of Basic Education in Finland. The novelty of this research lies in the bibliographic findings, since the relationship between the didactic principles documented in the curricula of the school subject of the mother tongue in Basic Education in Finland and the Phenomenon-Based Learning is a contemporary issue both in European and national level, yet not thoroughly investigated. As it emerges, from this relevant research, the didactic principles of the children's orienteering activities, self-acting, cooperation, connection between school and life, psychological acceptance-support and holistic approach are leveraged in the aforementioned curricula. Moreover, a close relationship between these principles and the Phenomenon-Based Learning is established, based on the students' curiosity for learning, pleasure that derives from investigating, collaboration, communication, cultivation of critical thinking and students' autonomy in learning.

Keywords: didactic principles, curricula, Phenomenon-Based Learning

Paper 3: Implementation of a Learning Scenario in the Subject of Language

Ioanna-Dafni Giannopoulou, Konstantina Kokmotou, Anna Iordanidou, University of Patras

The study examines the effects that a learning scenario implemented at the subject of Greek language may have at the learning outcomes. 26 students from the 4th grade of elementary school of an urban and a mountainous region participated in the survey. Teachers-researchers planned and implemented the scenario at the same period. Based on student's answers we comment the accomplishment of the learning objectives. Learning scenario is one of the teaching approaches of the new curriculum for the Greek language (2011). It is used among classroom practices (Koper, 2005, Lejeune & Pernin, 2006) by integrating the internet and pedagogical

principles (Govindasamy, 2002). Although there are many learning scenarios designed by teachers, disposable at the internet, they are restricted from the implementation at the real conditions of the Greek school context. On the basis of multiculturalism of the Greek schools, we propose its extension for future use with activities for non-native speakers of the Greek language.

Keywords: language subject, learning scenario, critical literacy

Paper 4: Transformative Learning Theory: The case of a Department of Education in Greece during a four years period

Athanasia Gkagkanasiou, Niki Liodaki, Thanassis Karalis, University of Patras

The aim of present paper is to explore students' educational experiences which contribute to their perspective transformation during their studies. The research is based on Transformative Learning Theory. The participants of this study were 150 students of the Department of Educational Science and Early Childhood Education, University of Patras. The research tools used were LAS Questionnaire (Learning Activities Survey) and semi-structured interviews. Moreover, this paper includes a comparison with a previous research conducted in the same research context. Although students did not pass all the stages of perspective transformation during their studies our results showed that the educational experiences manage to change their perceptions and beliefs regarding their perspective profession as teachers. Finally, the comparison between the two researches highlighted the importance of educational experiences as well as which of these experiences influenced the students' perspective transformation the most.

Keywords: Transformative Learning Theory, Educational experiences, Perspective Transformation, Higher Education

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