



Curriculum Vitae

Vasilía Christidou

Professor

Department of Early Childhood
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1. 1989: Physics Batchelor, Aristotle University of Thessaloniki.
2. 1992-1996: PhD student at the Department of Primary Education, University of Patras, Greece.
3. 1992- : Participation in 17 in-service and pre-service science teachers' formation courses
4. 1997 - 2000: Professor at the School of Secondary Teachers' Vocational Training (S.E.L.E.T.E.)
5. 2001- 2006: Assistant Professor at the Department of Preschool Education, University of Thessaly
6. 2001- : Tutor in the Science Education post-graduate course of the Hellenic Open University.
7. 2006-2012: Associate Professor at the Department of Preschool Education, University of Thessaly
8. 2011-2014: Director of the Postgraduate Programme "Educational Sciences: Educational Material and Pedagogical Toys" at the Department of Preschool Education, University of Thessaly
9. 2012- : Professor at the Department of Preschool Education, University of Thessaly

B1. Dissertations

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of ozone depletion and the greenhouse effect: models of thinking, metaphors, and epistemological obstacles*, Unpublished PhD Thesis (in Greek), Patras: University of Patras.

B2. Books

2. Koulaidis, V., Dimopoulos, K., Sklaveniti, S., and Christidou, V., (2002). *Techno-scientific texts in the public domain*, Athens: Metaixmio (in Greek).
3. Christidou, V. (ed.). (2008). *Teaching science to young children: Research orientations and pedagogical practices*. Thessaloniki: Kyriakidis (in Greek).

B3. Peer-reviewed articles

4. Christidou, V., & Koulaidis, V. (1996). Children's models of the ozone layer and depletion. *Research in Science Education*, 26(4), 421-436.
5. Christidou, V., Koulaidis, V., & Christidis, T. (1997). Children's use of metaphors in relation to their mental models: the case of the ozone layer and its depletion. *Research in Science Education*, 27(3), 541-552.
6. Koulaidis, V., & Christidou, V. (1999). Models of students' thinking concerning the greenhouse effect and teaching implications. *Science Education*, 83, 559-576.
7. Christidou, V., Dimopoulos, K., & Koulaidis, V. (2004). Constructing social representations of science and technology: The role of metaphors in the press and the popular scientific magazines. *Public Understanding of Science*, 13, 347-362.
8. Papadopoulou, M., & Christidou, V. (2004). Multimodal text comprehension and production by preschool children: An interdisciplinary approach of water conservation. *International Journal of Learning*, 11, 917-927.
9. Christidou, V. (2005/2006). Accounting for natural phenomena: Explanatory modes used by children. *International Journal of Learning*, 12, 21-28.
10. Christidou, V., & Hatzinikita, V. (2006). Preschool children's explanations of plant growth and rain formation: A comparative analysis. *Research in Science Education*, 36, 187-210.

11. Christidou, V. (2006). Greek Students' Science-Related Interests and Experiences: Gender Differences and Correlations. *International Journal of Science Education*, 28, 1181-1199.
12. Dimitriou, A., & Christidou, V. (2007). Pupils' understanding of air pollution. *Journal of Biological Education*, 42, 24-29.
13. Hatzinikita, V., Dimopoulos, K., & Christidou, V. (2008). PISA test items and school textbooks related to science: A textual comparison. *Science Education*, 92, 664-687.
14. Christidou, V., Kazela, K., Kakana, D., & Valakosta, M. (2009). Teaching magnetic attraction to preschool children: a comparison of different approaches. *International Journal of Learning*, 16, 115-128.
15. Christidou, V., Hatzinikita, V., & Dimitriou, A. (2009). Children's drawings about environmental phenomena: the use of visual codes. *International Journal of Science in Society*, 1, 107-117.
16. Koliopoulos, D., Christidou, V., Simidala, I., Koutsiouba, M. (2009). Pre-energy reasoning in preschool children. *Review of Science, Mathematics and ICT Education*, 3, 123-140.
17. Christidou, V. (2010). Greek students' images of scientific researchers. *Journal of science communication*.
18. Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2010). Assessed Students' Competencies in the Greek School Framework and the PISA Survey. *Review of Science, Mathematics, and ICT Education*, 4, 43-61.
19. Poimenidou, M., & Christidou, V. (2010). Communication Practices and the Construction of Meaning: Science Activities in the Kindergarten. *Creative Education*, 2, 81-92.
20. Christidou, V. (2011). Interest, attitudes and images related to science: combining students' voices to school science, teachers, and popular science. *International Journal of Environmental and Science Education*, 6(2), 141-159.
21. Christidou, V., Hatzinikita, V., & Samaras, G. (2012). The image of scientific researchers and their activity in Greek adolescents' drawings. *Public Understanding of Science*, 21(5), 626-647.
22. Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). Exploring visual material in PISA and school-based examination tests. *Scholé*, 17, 47-56.

23. Christidou, V., Gravani, M. N., & Hatzinikita V. (2012). Distance Learning Material for Adult Education: The Case of the Open University of Cyprus. *Ubiquitous Learning*, 4(2), 33-46.
24. Anagnostopoulou, K., Hatzinikita, V., Christidou, V., & Dimpoulos, K. (2013). PISA Test Items and School-Based Examinations in Greece: Exploring the relationship between global and local assessment discourses. *International Journal of Science Education*, 35(4), 636-662.
25. Christidou, V., & Kouvatas, A. (2013). Visual self-images of scientists and science in Greece. *Public Understanding of Science*, 22(1), 91-109.
26. Christidou, V., Tsevreni, I., Epitropou, M., & Kittas, C. (2013). Exploring primary children's views and experiences of the school ground: the case of a Greek school. *International Journal of Environmental and Science Education*, 8(1), 59-83.
27. Ravanis, K., Christidou, V., & Hatzinikita, V. (2013). Enhancing conceptual change in preschool children's representations of light: A sociocognitive approach. *Research in Science Education*, 43(6), 2257-2276.
28. Gonitsioti, H., Christidou, V., & Hatzinikita, V. (2013). Enhancing scientific visual literacy in kindergarten: Young children 'read' and produce representations of classification. *International Journal of Science, Mathematics, and Technology Learning*, 20(1), 1-15.
29. Samaltani, D., & Christidou, V. (2013). Water conservation in the nursery school. *Global NEST Journal*, 15(3), 421-429. Available at http://journal.gnest.org/sites/default/files/Journal%20Papers/421-429_15-3_779_Christidou.pdf
30. Kavalari, P., Kakana, D.-M., & Christidou, V. (2014). Consistency between teaching practice and curriculum guidelines during the approach of "sinking/floating" in a preschool classroom: A case study. *International Journal of Early Childhood Learning*, 20(4), 1-10.
31. Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2015). Comparing international and national science assessment: what we learn about the use of visual representations. *Educational Journal of the University of Patras UNESCO Chair*, 2(1), 96-110.
32. Koutsikou, M., Bonoti, F., & Christidou, V. (2015). The effect of explanatory captions on understanding a scientific explanation. *International Journal of Research in Education methodology*, 7(2), 1127-1138.
33. Antoniadis, D., Katsoulas, N., Papanastasiou, D., Christidou, V., & Kittas, C. (2015). Evaluation of thermal perception in schoolyards under Mediterranean

climate conditions. *International Journal of Biometeorology*, 1-16. DOI 10.1007/s00484-015-1027-5.

34. Christidou, V., Dimitriou, A., Barkas, N., Papadopoulou, M., & Grammenos, S. (2015). "Young Noise Researchers": An intervention to promote Noise Awareness in Preschool Children. *Journal of Baltic Science Education*. 14(5), 569-585.
35. Christidou, V., Bonoti, F., & Kontopoulou, A. (submitted). Enduring or fading stereotypes? American and Greek children's visual images of scientists. *Science & Education*.

B4. Chapters in books

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

B5. Publications in international conference proceedings

20. Koulaidis, V., & Christidou, I. (1993). Teacher's views on the greenhouse effect. *Conference Proceedings, European Conference "TOUCH '92"*, Thessaloniki: Aristotle University of Thessaloniki.
21. Koulaidis, V., & Christidou, I. (1994). Childrens' misconceptions and cognitive strategies regarding the understanding of the ozone layer depletion. *Proceedings, 3rd International Seminar on Misconceptions and Educational Strategies in Science and Mathematics*. Ithaca NY: Cornell University.

22. Koulaidis, V., & Christidou, I. (1995). Children's Use of Metaphors: Understanding of the Greenhouse Effect. *Conference Proceedings*, Conference of the International Geographical Union: Environment and quality of life, Charles University of Prague, Praha: Kincl and Hauner.
23. Christidou, I. (1995). An Exploration of Children's Models and their Use of Cognitive Strategies in Regard to the Greenhouse Effect and the Ozone Layer Depletion. In D. Psillos (ed.), *European Research in Science Education II - Proceedings of the Second Ph.D. Summer School*, Thessaloniki: Art of Text.
24. Christidou, V., & Koulaidis, V. (2001). Analogies and Metaphors as Tools for Explaining Science: Greek Physics Textbooks for the 8th Grade. *Proceedings of the 1st IOSTE Symposium in Southern Europe 'Science and Technology Education: Preparing Future Citizens'*, Paralimni, Cyprus, Volume II, 134-143.
25. Dimopoulos, K., Koulaidis, V., & Christidou V. (2001). The Role of Press in Public Perception of Scientific Issues: The Case of the 'Greenhouse Effect'. *Proceedings of the 1st IOSTE Symposium in Southern Europe 'Science and Technology Education: Preparing Future Citizens'*, Paralimni, Cyprus, Volume I, 346-357.
26. Christidou, V., & Koulaidis, V. (2001). 'Jumping sparks' and 'seas of electrons': Metaphors in Greek physics textbooks. In D. Psillos, P. Kariotoglou, V. Tselves, G. Bisdikian, G. Fassouloupoulos, E. Hatzikraniotis, and M. Kallery (Eds.), *Proceedings of the Third International ESERA Conference on Science Education Research in the Knowledge Based Society*, Vol. I (pp. 340-342).Thessaloniki.
27. Hatzinikita, V., & Hristidou, V. (2002). Livres documentaires de science: contenu conceptuel, codes linguistiques et relations communicatives. In A. Giordan, J. L. Martinand, D. Raichvarg (eds.), *Actes des XXIVes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Des cultures, des techniques, des sciences*. Université Paris VII, 217-222.
28. Dimitriou, A., Hatzinikita, V., & Christidou, V. (2005). Solid waste management: Greek citizens' knowledge and attitudes. *Proceedings of the 9th International Conference on Environmental Science and Technology*. Rhodes island, September 1-3 2005, A289-A298.
29. Hatzinikita, V., & Christidou, V. (2005). Images des livres documentaires des sciences: Quelles catégories des lecteurs forment-elles? In A. Giordan, J. L.

Martinand, D. Raichvarg (eds.), *Actes des XXVIIes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Par les mots et par les choses.*

30. Dimopoulos, C., Hatzinikita, V., & Christidou, V. (2005). Textes et messages pédagogiques en sciences physiques: Une approche interpretative possible des resultats de l' enquête PISA. In A. Giordan, J. L. Martinand, D. Raichvarg (eds.), *Actes des XXVIIes Journales Internationales sur la Communication, l'Education et la Culture Scientifiques et Industrielles. Par les mots et par les choses.*
31. Christidou, V., Kouvatas, A., & Hatzinikita, V. (2011). Greek scientists' contemporary and historical self-images. In F. Seroglou, V. Koulountzos, and A. Siatras (Eds.) *11th International IHPST and 6th Greek History, Philosophy and Science Teaching Joint Conference, Thessaloniki, 1-5 July 2011, Greece. Science & Culture: Promise, Challenge and Demand. Book of Proceedings* (pp. 138-143). Thessaloniki: Epikentro.
32. Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). PISA and biology school textbooks: the role of visual material. *Procedia - Social and Behavioral Sciences*, 46, 1839-1845.
33. Kavalari, E., Kakana, D. M., & Christidou, V. (2012). Contemporary teaching methods and science content knowledge in preschool education: searching for connections. *Procedia - Social and Behavioral Sciences*, 46, 3649-3654.
34. Samaras, G., Bonoti, F., & Christidou, V. (2012). Exploring children's perceptions of scientists through drawings and interviews. *Procedia - Social and Behavioral Sciences*, 46, 1541-1546.
35. Christidou, V., Hatzinikita, V., & Gravani, M. (2012). Pedagogic practices promoted by distance learning educational material on adult education. . *Procedia - Social and Behavioral Sciences*, 46, 1988-1996.

* Numerous publications in Greek journals, books, and conference proceedings.

B6. Presentations in international conferences and meetings

36. Christidou, V., Koulaidis, V., & Christidis, T. Target obstacles constraining students' understanding of the ozone 'hole' and the greenhouse effect, presented at the Second World Congress of Nonlinear Analysts, Athens, July 1996.

37. Koulaidis, V., & Christidou, V. (1997), Pupils' mental models and the use of metaphors for the ozone layer and depletion: a study of correlations, presented at the EARLI Conference, Athens, August 1997.
38. Christidou, V., & Koulaidis, V. Mental representation and metaphorical thinking: ozone layer and its depletion, presented at the ESERA Conference, Rome, September 1997.
39. Christidou V., & Koulaidis V. 'Jumping sparks' and 'seas of electrons': Metaphors in Greek physics textbooks, presented at the 3rd International ESERA Conference - Science Education Research in the Knowledge Based Society, Thessaloniki, August 2001.
40. Christidou, V. Mass Media and Science Museums and Centres – what contribution can they make to the promotion of public understanding of science? Presented at the Benchmarking policy workshop "Benchmarking the Effectiveness of Government supported initiatives to Promote Public Understanding of Science" - organised by the Malta Council for Science and Technology in co-operation with the European Commission. Malta, November 2002.
41. Christidou, V., Hatzinikita, V., & Dimitriou, A. Children's understanding and use of visual codes in their drawings about environmental phenomena. Paper presented at the 9th World Congress of Semiotics. June 11-17, 2007, University of Helsinki.
42. Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. Assessed students' competencies in the Greek school framework and the PISA survey. Oral presentation at the Colloque 2010- Enseigner les sciences et technologies: représentations, activités, interactions, pratiques, formations... Marseille, Novembre 2010.
43. Samaras, I., Christidou, V., & Bonoti, F. Children draw and talk about scientists. Poster presented at the 3rd International Conference "Children and youth in changing societies". Thessaloniki, December 2010.
44. Tsirogiannis, I., Antoniadis, D., Katsoulas, N., Christidou, V., Kitta, E., & Kittas, C Application of microclimatic landscape design in schoolyards in Greece. Oral presentation at the II International Symposium on Horticulture in Europe - SHE2012, Angers, France, July 2012.

45. Christidou, V. Images and representations of scientists: two sides to the story. Oral presentation at the Ecsite Annual Conference 2013 “Dreams, the Spirit of Innovation” Gothenburg, Sweden, June 2013.
46. Christidou, V., Hatzinikita, V., & Grammenos, S. Visual self-representations of Greek scientists: changing signs yet enduring stereotypes. Oral presentation at the 10th International Conference on Semiotics “Changing worlds & Signs of the times”. Volos, October 2013.

* numerous oral presentations in Greek conferences and meetings.

C1. Graduate studies

1. Laboratory teaching staff in the “Health Education and Environmental Education” course, Department of Primary Education, Aristotle University of Thessaloniki (2 semesters during 1991-'92 and 1992-'93).
2. Autonomous teaching as lecturer of the “Science Concepts I” course at the Department of Primary Education, University of Thessaly (September 1998 - January 2000).
3. Autonomous teaching as lecturer of the “Initiating young children in science concepts” course at the Department of Early Childhood Education, University of Thessaly (February 2000 - February 2001).
4. From February 2001 as Assistant (2001 - 2006), Associate (2006 - 2012) and Full Professor (2012 -) at the University of Thessaly Department of Early Childhood Education, I have taught the following courses:
 - Initiating young children in science concepts
 - Science Education
 - Investigating children’s conceptions about environmental issues
 - Activities and educational material about science and the environment
 - Education in science and the environment: research issues
 - Science concepts and science education.

C2. Postgraduate studies

3. 2001- : Tutor in the Science Education course of the “Studies in Education” post-graduate program at the Hellenic Open University.

1. 2005-2011: Professor in charge of the course “Design and Evaluation Theories for Educational Material and Pedagogical Toys” taught in the post-graduate program “Educational Sciences: Educational Material and Pedagogical Toys” at the Department of Early Childhood Education, University of Thessaly.
2. 2011- 2014: Professor in charge of the course “Contemporary Teaching Approaches” taught in the post-graduate program “Educational Sciences: Educational Material and Pedagogical Toys” at the Department of Early Childhood Education, University of Thessaly.
3. 2005- : Lectures and Seminars in the following courses of the post-graduate program “Educational Sciences: Educational Material and Pedagogical Toys” at the Department of Early Childhood Education, University of Thessaly:
 - Design and Evaluation Theories for Educational Material and Pedagogical Toys
 - Spaces of Action and Pedagogical Processes
 - Printed Pedagogical Material: Design and Evaluation
 - Printed Pedagogical Material: Interdisciplinary Approach & Instructional Use
4. Teaching of the course “Teaching and Learning Science”, taught in the post-graduate program at the Department of Primary Education, University of Thessaly. Διδασκαλία στο μάθημα ‘Διδασκαλία και μάθηση των Φυσικών Επιστημών’ στο Πρόγραμμα Μεταπτυχιακών Σπουδών του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Θεσσαλίας.

C2. Supervision and evaluation of doctoral theses

1. Supervision of three doctoral theses.
2. Member of the advisory committee in 8 doctoral theses.
3. Member of the examining committee in 19 doctoral theses.

C2. Supervision and evaluation of postgraduate and graduate dissertations

1. Supervisor of 26 postgraduate dissertations.
2. Second supervisor of 29 postgraduate dissertations.
3. Supervisor of 12 graduate dissertations.

1. 1991-1992: Collaboration with the research group of the CHATTS (Children and Teachers Talking Science) project, Institute of Education, London University.
2. 2001-4: Participation in the «In3B (Inside the Big Black Box)» project (RPTN-2001-010), funded by the European Union.
3. 2002: Participation in the Benchmarking policy workshop entitled "Benchmarking the Effectiveness of Government supported initiatives to Promote Public Understanding of Science" - organised by the Malta Council for Science and Technology in co-operation with the European Commission.

* Participation in 14 Greek research projects funded by the EU.

1. Keynote speaker at the 'Benchmarking the Effectiveness of Government supported initiatives to Promote Public Understanding of Science' workshop which took place in Malta on the 25th November 2002 under the auspices of the European Commission. The workshop discussed the conclusions drawn by the Expert Group that benchmarked the "Promotion of RTD Culture and Public Understanding of Science".
2. Quality monitor to the OECD Programme for International Student Assessment (PISA) during the main study test period between February and April 2003.
3. Editorial Board member for the *International Journal of Environmental and Science Education*.
4. Reviewer for the following scientific journals:
 - i. Public Understanding of Science
 - ii. Science Education
 - iii. International Journal of Early Childhood Learning
 - iv. Journal of Science Communication
 - v. International Journal of Science Education
 - vi. International Journal of Environmental and Science Education
 - vii. Journal of Science Communication
 - viii. International Journal of Learning
 - ix. International Journal of Science in Society
 - x. Early Childhood Research Quarterly
 - xi. Creative Education

- xii. African Journal of Research in Mathematics, Science and Technology Education
 - xiii. Eurasia Journal of Mathematics, Science and Technology Education
 - xiv. Asia Pacific Journal of Molecular Biology & Biotechnology
 - xv. OMEP (Organisation Mondiale pour l'Éducation Préscolaire) Journal Exploring the children's world (Greek edition)
5. Reviewer in numerous Conferences (with international participation) on Science Education, Mathematics Education, Environmental Education.
 6. Expert evaluator of research proposals for the 6th Framework Programme – Science and Society of the European Commission.
 7. Expert evaluator of research proposals for the 7th Framework Programme – Science and Society of the European Commission.
 8. Expert evaluator of research proposals for the Israel Science Foundation (ISF).
 9. Over 500 citations to published work (according to Scopus, Google scholar and Google databases).

Science education, science curriculum development, science teaching materials, Public Understanding of Science, students' conceptions of scientific phenomena, science communication, science textbooks, scientific discourse, metaphors in scientific discourse, public representations of environmental phenomena, visual representations in science, pupils' and students' images of science and scientists, gender issues in science education.