

NUM	PHD Candidate	Supervising Professor	Members of the Advisory Committee:	Title of Doctoral Dissertation	Abstract of the Doctoral Dissertation	EMAIL - UNIWA	Registration Number
1	NIKOLIDAKIS SYMEON	LELA GOGOY, PROFESSOR	Lela Gogou, Professor, Discipline: Sociology of Education, Department of Early Childhood Education and Care, University of West Attica. Theodoros Eleftherakis, Associate Professor, Discipline: Sociology of Education, Department of Early Childhood Education, University of Crete. Panagiotis Giavrimis, Associate Professor, Discipline: Education "Sociology and Educational Research", Department of Sociology, Aegean University.	The training of students in the structures of secondary special vocational education. A sociological approach.	The 8th article of the Convention on the Rights of Persons with Disabilities states the promotion of the recognition of the skills, qualifications and abilities of persons with disabilities, their contributions to the work environment and the labor market, as well as the adoption of a respectful attitude towards rights of people with disabilities at all levels of the education system, that includes all children from an early age. The present PhD dissertation concerns the training of the students in the structures of the Secondary Special Vocational Education in Greece, the provided knowledge and the professional training of the students in the Special Vocational Gymnasiums - Lyceums in all the schools of the Prefecture of Attica. These are structures of Secondary Special Education and Training, which follow the curriculum of Vocational High Schools in Greece, according to the relevant legislation. The study in these structures lasts four years in the Gymnasium and four in the Lyceum, in contrast to the study in the Vocational Lyceums, which lasts three years in the Gymnasium and three years in the Lyceum. This research concerns the study of the archival material of these schools, as well as the relevant legislation governing the specific structures. In the present study, questionnaires are addressed to the teachers of these schools, as well as meetings with the same teachers for interviews, to study the contribution of these schools in the social and professional integration of students with disabilities, aiming at in-depth understanding of the operation of this institution.	snikolidakis@uniwa.gr	18673801
2	MANOUSAKAKIS JOSEPH	LELA GOGOY, PROFESSOR	Lela Gogou, Professor, Discipline: Sociology of Education, Department of Early Childhood Education and Care, University of West Attica. Panagiotis Giavrimis, Associate Professor, Discipline: Sociology of Education, University of the Aegean. Theodoros Thanos, Associate Professor, Discipline: Sociology of Education, University of Ioannina.	"Poverty and childhood. A sociological approach to the living conditions of primary school students. "	The aim of this doctoral dissertation is to study poverty, its effects on childhood and the cause of educational inequalities in students attending primary public schools. This study is conducted in primary schools located in disadvantaged neighborhoods of Athens, where a large percentage of students attending public schools belong to disadvantaged socio-cultural and socio-economic environments. The tools of quantitative and qualitative methods are used to conduct this research, aiming at the collection and analysis of research data. Questionnaires with closed and open-ended questions are addressed to teachers and parents. Meetings are also held with teachers and parents to conduct interviews, seeking to study and understand the operation of school reality and the deeper impact of poverty on children's lives. Through the study of Greek and foreign language literature, the position I hold as a teacher in a school in a degraded area, it is obvious that poverty has a decisive effect on shaping a life context where children experience feelings of insecurity and rejection. Such a situation can affect these children's family and school life, thus interrupting their prospects and hopes for social and professional integration. Poverty carries the risk of its perpetuation and children are the primal victims due to the fragility of their age, and are therefore trapped in the so-called "poverty cycle" and can hardly improve their lives as adults.	imanousakakis@uniwa.	19673801
3	PAPADOPOULOU ZOI	ELENI MOUSENA, ASSOCIATE PROFESSOR	Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Department of Early Childhood Education and Care, University of West Attica, Greece. Tryfaini Sidiropoulou, Professor, Discipline: Preschool Psychopedagogy, Department of Early Childhood Education and Care, University of West Attica Athanasios Spyridakos, Professor, Discipline: Programming with emphasis on Information Systems for Project Decision Support, Department of Business Administration, University of West Attica.	Differentiated Pedagogy in early childhood education	A modern, democratic school is committed to considering and treating all its pupils in a just and equal manner, considering their individual needs and rights. Pupils may have different levels of ability, talents and interests or come from different socio-economic and cultural backgrounds. The differentiated approach aims to support all pupils in their learning and education in a way that is appropriate to them. Mixed ability classrooms can be a living example of equal opportunity if students receive instruction that is responsive to their level of readiness, interests, and learning styles, maximizing their opportunities for growth (McLaughlin & Talbert, 1993). Differentiated instruction identifies with all of the above. A key requirement for these to become a reality is a change from formal teaching to differentiated teaching, but based on the curriculum. The aim of this research is to investigate the attitudes and perceptions of differentiated pedagogy and teaching of preschool teachers working in preschool education institutions in the municipalities of Attica, with children aged 2-5 years. For the purpose of this research, the quantitative method has been chosen, based on which numerical data are used for statistical processing through appropriate software. Furthermore, the most widely used quantitative research tool, the questionnaire, will be used.	zpapadopoulou@uniwa	19673802

4	COULIOUMPAS VASILIS	TRIFAINI SIDIROPOULOU, PROFESSOR	Trifaini Sidiropoulou, Professor, Discipline: Psychopedagogy of Early Childhood, Department of Early Childhood Education and Care, University of West Attica. Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Department of Early Childhood Education and Care, University of West Attica. Asimina Ralli, Associate Professor, Department of Developmental Psychology, Department of Psychology / NUEPA.	Psychopedagogical perspectives in preschool education: the case of festive events in the Kindergarten.	The subject of the present thesis pertains to the topic of the events of celebration in a particular place, that of a kindergarten, whose aim is not the guarding part but the upbringing and education during the children's early stages of development. Celebrations at preschool institutions is a matter that still concerns preschool educators and not only, either for further exploration or by forming questions as to why, in spite of the fact that there are not only positive opinions concerning the celebrations, yet they are still largely being held. More particularly, celebrating events seem to continue existing because, from the educators' perspective, the most popular opinion is the fact that they are given the opportunity to make their work public, from the parents' perspective is the fact that their self-esteem concerning their role as parents is being enhanced and, concluding, from the children's perspective it is assumed that an additional opportunity for life learning experiences is given. The present study will focus on preschool education institutions with those three factors involved; parents, children and educators. The above categories of those involved are connected, interrelated and ultimately constitute the factors of the celebrations in the educational environment of the kindergarten. Their views and attitude attach a great deal of importance to the global approach to the celebrations. Our study is about to answer specific research affairs with the aim of exploring the multifaceted importance of celebrations in young children. To what extent do celebrations in relation to kindergartens' preschool education contribute to the evolution of early childhood developmental stages as well as to their intercultural awareness? In addition, it is about to reflect the views and practices of educators concerning the design and implementation of celebrations in preschool children and finally, the views and attitudes of the children's family in this context. In this study, a form of multidisciplinary research of quantitative and qualitative approaches will be used aiming at the exploration of positions, opinions, attitudes, estimations, situations and reactions.	vkoulioumpas@uniwa.g	19673803
5	PANAGIOTOUNIS PHOTIS	ANNA SAITTI, PROFESSOR	Saiti Anna, Professor, Discipline: Administration and Economics of Education, Department of Early Childhood Education and Care, University of West Attica. Dalianis Filotheos, Assistant Professor, Discipline: Organizational Behavior and Management, Department of Economics, University of Ioannina. Eleni Sardanou, Associate Professor, Discipline: Applied Environmental Economics, Department of Home Economics & Ecology, Harokopio University.	The Impact of Organizational Silence and Organizational Cynicism on Knowledge Management in Higher Education in Greece	Organizational Silence and Organizational Cynicism are two phenomena that may hinder the management of knowledge and the transfer of innovation within organizations, affecting their efficiency and effectiveness. Organizational silence is expressed as a situation where employees avoid freely expressing their ideas and views on organizational issues, while organizational cynicism refers to the negative attitude that employees may have adopted towards the organization. In this context, this doctoral dissertation attempts to determine the factors that contribute to the formation of a climate of silence and cynicism, and how they create obstacles in the process of knowledge management in higher education institutions in Greece. In the first part of this study, a review of the concepts of the two phenomena as well as the individual and organizational factors that affect knowledge management will be attempted through a literature review. Then, in the second part, the research methodology that will be used to investigate the causes and factors that compose the two phenomena will be analyzed, in order to determine their impact on the knowledge management of higher education institutions.	fpanagiotounis@uniwa.	19673804
6	KYROU FOTEINI	ANNA SAITTI, PROFESSOR	Saiti Anna, Professor, Discipline: Administration and Economics of Education, Department of Early Childhood Education and Care, University of West Attica. Voudouri Angeliki, Professor, Discipline: Statistics – Information Systems for Risk Management in Education, Department of Primary Education, University of Athens. Sardanou Eleni, Associate Professor, Discipline: Applied Environmental Economics, Department of Home Economics & Economics Ecology, Harokopio University.	The importance of administrative risk and the attitudes and perceptions of both educational leaders and educators in secondary education towards effective crisis management in learning organizations	The main aim of the proposed dissertation is to investigate the attitude and the perception of principals and secondary school teachers regarding the importance and the contribution of analysis and risk management in dealing with crises in the school environment. This research aims to investigate the causes of crises and how to deal with them, to record the preparation of plans for possible risks, to examine school aggression and the degree of school-family cooperation on issues related to students' delinquent behavior, to explore the degree of training of school community members on risk management issues and finally formulate proposals aimed at minimizing unpleasant situations in the workplace environment of the school units and consequently the improvement of the school climate with a positive impact on the educational process.	fkYOU@uniwa.gr	19673805

7	PSATHA FOTEINI	ELENI MOUSENA, ASSOCIATE PROFESSOR	Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Supervising Professor, Department of Early Childhood Education and Care, University of West Attica, Greece. Trifaini Sidiropoulou, Professor, Discipline: Psychopedagogy of Early Childhood, University of West Attica. Christina Palaiologou, Assistant Professor, Discipline : Theatrology with emphasis on the use of Fairy Tales in Children's Theatre, Department of Early Childhood Education and Care, University of West Attica.	"The Value of Differentiated Instruction through Educational Drama Techniques for the Cultivation of Oral Language"	The issue of the heterogeneity of the student population has always been of concern to educational researchers, with the prospect of addressing it effectively. From a pedagogical point of view, differentiated instruction constitutes an educational method in a spirit of fairness and with the aim of achieving the best possible learning outcome for each student. At the same time, teaching through art, particularly educational drama, is used as an alternative teaching tool for teaching various subjects in the curriculum, with impressive results. The purpose of this research is to bring together these two teaching methods, by investigating the extent of the impact of differentiated instruction, through the use of educational drama techniques, on the cultivation of communication skills and in particular the development of oral language of early childhood children, namely from two to eight years of age. The research will apply a qualitative research method through educational intervention/experiment and participant observation. Children participating in the experimental group will attend a seven-week educational program, which will include activities specifically designed for the target group. Measurement results will be compared with those of the control group to draw conclusions that answer the research questions.	psatha@uniwa.gr	19673806
8	KATSOULA AIKATERINI	ELENI MOUSENA, ASSOCIATE PROFESSOR	Eleni Mousena, Associate Professor, Citizenship and Pedagogical Praxis in Preschool Institutions, Supervising Professor, Department of Early Childhood Education and Care, University of West Attica, Greece. Despina Kalessopoulou, Assistant Professor of Museum Education at the University of West Attica, Department of Early Childhood Education and Care. Eleni Kainouriou, Assistant Professor, Pedagogy and Training of Preschool Pedagogues, Department of Early Years Learning and Care, University of Ioannina, Greece	"Investigating pre-school teachers' views on content and teaching methods in citizenship education"	Research on citizenship education in Greece focuses on older children, while studies on pre-school children are limited. Moreover, teachers' views on the subject, its importance and the teaching methods have not been studied in depth. The purpose of this study is to investigate the views of pre-school teachers on the content and teaching methods in citizenship education. Specifically, it aims to collect data in order to contribute to the formulation of an appropriate educational framework for teaching the individual concepts that constitute citizenship and are addressed through pre-school education programmes. The exploration of the views of the involved teachers also aims to capture the pedagogical and educational reality in pre-school education today. To achieve the purpose of this study, techniques of quantitative methodology will be applied using questionnaires and qualitative methodology using semi-structured interviews. The sample of the study will be the active pre-school teachers in public educational structures (urban, rural and semi-urban) either with a permanent or temporary employment relationship.	akatsoula@uniwa.gr	21673801

9	ANOIANNAKI AIKATERINI	DESPINA KALESSOPOULOU ASSISTANT PROFESSOR	Despina Kalessopoulou, Assistant Professor, Discipline: Museum Education, Department of Early Childhood Education and Care, University of West Attica. Tryfaini Sidiropoulou, Professor, Discipline: Preschool Psychopedagogy, Department of Early Childhood Education and Care, University of West Attica. Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Department of Early Childhood Education and Care, University of West Attica.	Post-Humanist approaches to the relationship between the infant and the Museum of Contemporary Art. Empowering the infant as a creator.	The doctoral thesis is part of the field of Museum Education and investigates the contact of infants aged 12 months to 2.6 years with Contemporary Art Museums. It is multi-methodological qualitative research that utilizes the characteristics of Art-Based Educational Research while adopting a perspective based on the theories of posthumanism, which in recent years have been evolving and approached by the discipline of Pedagogy. The aim of the research is to seek methods and techniques that will create the appropriate conditions for infants from 12 months to 2.6 years of age to be treated as human beings with equal rights in aesthetic education and art creation. The research focuses on the relationship between the infant and the material. It will explore ways of strengthening the infant as a creator through pedagogical activities and pop-up environments within the exhibition spaces, which invest in the interactive sensory relationship between the infant and the material with which he or she interacts, to facilitate the infant's contact with the artworks in the museum, based on his or her sensory-motor ability to perceive the world. To this end, the materials available to the infants will be similar to those used by the artists in the works of art that will be approached.	aanogiannaki@uniwa.gr	21673802
10	TSOLKA ATHANASIA	ANNA SAITI, PROFESSOR	1. Saiti Anna , Supervising Professor of the Department of Early Childhood Education and Care, University of West Attica, with the subject "Administration and Economics of Education" 2. Dr Rosemary Papa, Professor, Discipline: Educational and Comparative Leadership, Northern Arizona University, USA 3. Dr Khalid Arar, Professor of Educational Leadership and Higher Education, Texas State University, U.S.A.	«Nudge Theory as a tool to raise primary teachers' motivation».	The present study aims to explore the theory and application of Nudge Theory and behavioral economics insights as a new tool to motivate public primary teachers more effectively. Internationally, there is a literature gap investigating how Nudge Theory could be applied in educational leadership to raise teachers' motivation. Our study findings are expected to identify key areas and factors that affect teachers' motivation. Teachers' motivation will be examined and analyzed through the lens of Public Service Motivation theory (PSM) and Self – Determination theory (SDT). Moreover, an effort will be made to investigate the relationship between school principals' leadership style and teachers' motivation. Finally, through a field experiment, we expect to shed light on how primary school principals could utilize Nudge Theory's tools and insights to affectively motivate public teachers. The current research, through the use of mixed methods design (qualitative – field experiment) is expected to provide new information and data regarding the motivation of public primary teachers and give insights about the potential use of Nudge theory in educational leadership.	atsolka@uniwa.gr	21673803
11	DEGAIAS GEORGIOS	ANNA SAITI, PROFESSOR	Saiti Anna , Professor, Discipline: Management & Economics of Education, Department of Early Childhood Education and Care, University of West Attica. Eleni Sardanou, Associate Professor, Discipline: Applied Environmental Economics, Department of Home Economics & Ecology, Harokopio University. Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Department of Early Childhood Education and Care, University of West Attica.	Leadership practices, the school as a learning organization and the integration of students with disabilities and / or special learning needs	The topic of the proposed research is the field of Special Education (SE), starting from recognising the importance of principals in cultivating the appropriate organizational culture in schools for the effective integration of students with disabilities and/or special learning needs. The proposed research will carry out three-level research, aiming firstly to record and investigate the attitudes and the perceptions of the educational staff towards SE and the factors which they consider that make its application effective in educational practice, secondly to identify the leadership practices applied for the effective integration of students with disabilities and/or special educational needs in the educational process, and thirdly the investigation of the degree to which the applicable leadership practices of the executives help towards establishing or strengthening the role of schools as a learning organization. The research will be based on stratified data on a sample of teachers serving in primary education structures nationwide from urban centers and rural areas. The data collection will be performed through a questionnaire designed by the researcher for the needs of the proposed research.	gdegaitas@uniwa.gr	21673804

12	CHARALAMPOUS AFRODITI	TRIFAINI SIDIROPOULOU, PROFESSOR	Trifaini Sidiropoulou, Professor, Discipline: Psychopedagogy of Early Childhood, Department of Early Childhood Education and Care, University of West Attica Eleni Mousena, Associate Professor, Discipline: Citizenship and Pedagogical Praxis in Preschool Institutions, Department of Early Childhood Education and Care, University of West Attica. Despina Kalessopoulou, Assistant Professor, Discipline: Museum Education, Department of Early Childhood Education and Care, University of West Attica.	Play: choices, experiences and views of children in early childhood	For the last 20 years, the scientific community has shown a keen interest in understanding childhood through the eyes of children themselves, exploring the issues that concern them since they are deemed to be the main experts on issues related to their own social world. Given the importance of play in the child's overall development, this study will seek to investigate, through the participatory research process, the preferences of children aged between 3 to 8 years old, regarding the general process of play, as well as the factors that affect those preferences. In addition, this research raises questions about whether these preferences are taken into account by the educational context, thus shaping the course of the educational procedure. Therefore, the game, sometimes as an action and sometimes as an object, is a carrier of multiple meanings, experiences and messages, and that is a fact that highlights the need to recognize it, focus on it and use it in the pedagogical process. This research will be based on the theoretical approaches that extensively study the relationship between playing, learning and child development, which were developed in the middle of the 1980s in the broader context of constructivist theories. The chosen approach method of this study will be the qualitative method, as it is consistent with the study's objectives. Preschools, kindergartens and the first grades of primary school may be the proposed field of research.	afcharalampous@uniw	21673805
13	GATZOU DI NIKOLETA	CHRISTINA PALAEOLOGOU, ASSISTANT PROFESSOR	Christina Palaiologou, Assistant Professor, Discipline : Theatrolgy with emphasis on the use of Fairy Tales in Children's Theatre, Department of Early Childhood Education and Care, University of West Attica. Eleni Katsiada, Assistant Professor, Discipline: Infants Education and Care with an emphasis on the development of Relationships/Interactions, Department of Early Childhood Education and Care, University of West Attica Kleio Fanouraki, Assistant Professor, Discipline: Theatrolgy-Theatre Teaching: Theory and Practice, Department of Theatre Studies, National and Kapodistrian University of Athens	"The contribution of the Children's Stage of Xenia Kalogeropoulou to the development of the Children's Theater in Greece"	The present study examines the contribution of Xenia Kalogeropoulou's Children's Stage to the development of Children's Theater in Greece. The aim of this effort is to look back at the history of the troupe from its inception, in 1972, when it opened a new chapter in the field of entertainment for young spectators until today. The 1970s were a defining decade for the development of theater aimed at children. Xenia Kalogeropoulou's troupe is currently developing a personal style, while at the same time, Xenia Kalogeropoulou's first play, <i>Odyssevach</i> , is being presented, which will be considered a landmark work for the children's theater drama. The Doctoral dissertation aims to examine the ways in which the establishment of the "Small Door" is historically identified with the transition from "children's theater" to "theater for children and young people" in Greece. Through a chronological review, the interest is focused, on the founding conditions of the troupe, the choices of the repertoire, the performers and the reviews they received. In this way, an attempt is made to evaluate the path towards the formation of the identity of the troupe and to identify the elements that marked the change in the aesthetic and ideological perception of the relationship between "child and theater" in Greece. Special emphasis is given to the intake of children's performances by children. Interesting will be the theatrical experiences of the audience of the "Children's Stage" who built their perceptual experiences and formed a horizon of expectation of the spectators. In this way, the reception of the performances and the creation of new aesthetic and ideological approaches emerge through the publications of the time and especially the reviews of the performances, on which this work will be based. Therefore, the reaction of the Greek society to the emerging phenomenon of professional theater for children and the impact that the troupe had on the historical continuity of the genre is evident. For the writing of this dissertation, printed sources material will be used, mainly newspapers and magazines of the time, which can be found in Organizations, Libraries and the archive of the "Porta" theater.	ngatzoudi@uniwa.gr	21673806
14	BOURHA DIMITRA	MARIA HATZIGIANNI, ASSISTANT PROFESSOR	Maria Hatzigianni, Assistant Professor, Discipline: Contemporary Pedagogy in Early Childhood, Department of Early Childhood Education and Care, University of West Attica. Trifaini Sidiropoulou, Professor, Discipline: Psychopedagogy of Early Childhood, Department of Early Childhood Education and Care, University of West Attica. Michalis Vitoulis, Assistant Professor, Discipline: Digital Pedagogy and Creative Thinking, Department of Early Childhood Education and Care, International Hellenic University.	"Modern play of young children (1 - 4 years old) with Digital Technologies: a proposed framework for observation and evaluation"	New Technologies (NT) in education are increasingly included in the curricula of all educational levels, constantly enhancing the learning and competences of students and teachers (Johnson & Christie, 2009). In regards to very young children, NT are present in their every day life. The educational literature and research reports on how young children's play under five years of age has been enriched and significantly differentiated from the past. Several international studies, such as Bird and Edwards (2014), examined the introduction and development of this new type of play in children aged 4-6 years. They created a tool for observation and assessment, the Digital Play Framework (DPF). They found that children learn to use technologies through play within a specific time frame, and that they could create their own play activities with the support of adults or educators. The same observational framework translated and adapted to the Greek reality was examined by Hatzigianni et al. (2018) on kindergarten children (4-6 years old) and they reached similar conclusions. However, this tool has not been tested with children under four years of age. The main purpose of this study is to focus on children aged one to four years and to examine, understand and evaluate this new type of play with NT in early childhood settings. The study will review and revise if necessary the existing DPF. This new tool will be very useful for educators, parents, policy makers and the community.	dbourha@uniwa.gr	21673807

15	ASHLEY PARASKEVI – ELIZABETH	CHRISTINA PAPAELIOU PROFESSOR	<p>1. Christina F. Papaeliou, Professor of Developmental Psychology and Psychopathology, Department of Early Childhood Education and Care, University of Western Attica.</p> <p>2. Gratiér Maya, Professor of Developmental Psychology, Université Paris-Nanterre, France (Member).</p> <p>3. Aikaterini Maniadaki, Professor of Psychopathology, Department of Social Work, University of Western Attica.</p>	"Association Between Maternal Adhd Symptoms, Complementary Feeding Interactions And Early Communication Development"	<p>This longitudinal study aims to investigate disturbances in interactional synchrony during complementary feeding between 6- to 24-month-old infants and their mothers with ADHD symptoms, compared to postnatal depression and healthy dyads, as a possible cause of delays in early communication development. Interactional synchrony regulates the development of empathy, collaboration, and language. Complementary feeding is a regular daily activity that creates opportunities for mother – infant interactions exerting long – term influences in socio-emotional, cognitive, and language development. Mother – infant interactions during feeding may be disturbed in cases of maternal mental health problems. Three groups including 10 mother-infant dyads each will be defined, based on maternal symptomatology, i.e., ADHD postnatal depression, and healthy. Standardized tools assessing ADHD in adults, postnatal depression, feeding problems in children, mother and infant behaviors during the mealtime, communication development, and common maladaptive behaviors in childhood. Video recordings during mealtime at 6, 12, 18 and 24 months, and a 30-minute video recording of free-play interaction at 24 months will also be obtained. Microanalysis will be carried out focusing on gaze direction, action on object, action on the other, and emotion. Measures of interactional synchrony and types of communicative gestures and functional play will be coded. Findings regard complementary feeding practices in Greek mothers with mental health problems and healthy mothers, the role of interactional synchrony during complementary feeding, in the development of communicative gestures, functional play, and early vocabulary. Long-term prospects pertain to providing an explanatory model for the impact of maternal mental health on communication and language development, specifying early markers for detection of infants high-risk for language delay, and identifying target-behaviors for early intervention.</p>	pasley@uniwa.gr	21673808
16	IOANNIDOU MARIA	ELENI MOYSENA ASSISTANT PROFESSOR	<p>1.Eleni Mousena, Associate Professor, Citizenship and Pedagogical Praxis in Preschool Institutions, Supervising Professor, Department of Early Childhood Education and Care, University of West Attica, Greece.</p> <p>2.Eleni Kainouriou, Associate Professor, Pedagogy and Training of Preschool Pedagogues, Department of Early Years Learning and Care, University of Ioannina, Greece</p> <p>3. Nikolaos Raptis, Assistant Professor, Education Management, Department of Early Childhood Education and Educational Planning, University of Aegean</p>	Citizenship and Cultural Pluralism: Educational practices for inclusion in early childhood settings.	<p>The proposed thesis aims to explore pedagogical practices for the cultivation of citizenship in early childhood. In particular, it seeks to highlight processes which, taken as a whole, will promote interactions which, in turn, will constitute conditions for the formation of experiences that constitute the basis for the formation of relations between "self" and "social whole", i.e., those that give content and meaning to the concept of citizenship. It is comparative research between the pedagogical practices applied in early childhood structures in Athens and cities of the North Aegean - Chios, Mytilene. The insufficient investigation of the degree to which citizenship with terms of inclusion are applied in the structures of kindergartens, calls for research that concerns depth rather than breadth, in order to develop a deep understanding of the above framework as it may be experienced in this particular environment. The method of investigation is qualitative with the application of field observation and semi-structured interviews. The results of the research are expected to shape future active citizens who, in addition to their rights and obligations, are able to recognize their socio-political responsibility for their social and personal well-being.</p>	mioannidou@uniwa.gr	21673809

17	RAPTI EIRINI	DESPINA KALESSOPOULOU, ASSISTANT PROFESSOR	1.Despina Kalessopoulou, Assistant Professor, Discipline: Museum Education, Department of Early Childhood Education and Care, University of West Attica. 2.Charikleia Kanari, Assistant Professor, Discipline: Museum Education, Department of Early Childhood Education, Aristotle University of Thessaloniki. 3. Athanasios Verdis, Assistant Professor, Discipline: Educational Research and Evaluation, Department of Educational Studies, National and Kapodistrian University of Athens.	"Cognitively and Sensorially Accessible Museum Education: co- creating thematic tours for early childhood visitors with Autism Spectrum Disorders (ASD)"	The present doctoral dissertation examines the topic of the mental and sensory access resources that museums provide to visitors on the autism spectrum. The aim of the research is to create an autonomous thematic tour backpack for visitors aged 3-6 years with Autism Spectrum Disorders (ASD), with the assistance of all stakeholders. More specifically, the thesis explores issues of access for visitors with ASD in Greek museums, the type of services they provide to visitors on the spectrum as well as the perspectives, knowledge and needs of museum employees regarding Autism and the inclusion of visitors with ASD. In addition, the research evaluates accessibility backpacks from museums abroad that use them and adapts their content to the needs of Greek users. Finally, a focus group of special educators will suggest ways of utilizing the methods and techniques of special education in the museum setting. All the aforementioned data will be combined for the design and implementation of a training programme for museum professionals, in the context of which the design, pilot use and evaluation of an autonomous thematic tour backpack for visitors 3-6 years old with ASD will be carried out.	rrapti@uniwa.gr	21673810
18	SAVVOPOULOS DOXAKIS	ANNA SAITI, PROFESSOR	1. Dr Anna Saiti, Professor of Management & Economics of Education, Department of Early Childhood Education & Care, School of Administrative, Economics & Social Sciences, University of West Attica. 2. Dr Aggeliki Voudouri, Professor of Statistics & Risk Management in Education, Pedagogical Department of Primary Education, University of Athens. 3. Dr Lambros Babalioutas, Assistant Professor of Comparative Analysis of Administrative Systems, Department of Public Administration, Pnteion University.	"The role of cultural responsive leadership as a form of leadership in inclusive education"	Effective inclusion of students from different cultural backgrounds in the school environment requires leadership that incorporates the characteristics of cultural responsiveness. In the context of today's school environments, an issue that concerns both school principals and researchers is the integration of immigrants in the school environment in the context of inclusive education. The issue of studying the leadership of cultural responsiveness is now more relevant than ever in the context of the waves of migration that Greece has received due to international developments. It is also important to note that in order for the leadership of cultural responsiveness to be implemented in Greek schools, there must be an appropriate institutional framework that supports and favours the choices of principals and heads of school units. A school unit is a small system of the wider educational system in Greece and it is well known that the Greek educational system is characterised by centralisation in terms of decision-making. In this exploratory proposal, using specific research questions, the factors that hinder or facilitate the implementation of cultural responsiveness leadership in Greek schools will be examined and convenience sampling will be used as a sampling method. The present study will explore the views of principals and school heads on the role of cultural responsiveness leadership in inclusive education in the context of today's multicultural school environments and the differences identified according to the levels of education under consideration (pre-school education - secondary education).	dsavvopoulos@uniwa.gr	21673811

19	Valla Smaroula	MARIA HATZIGIANNI, ASSISTANTPROFESSOR	<p>1. Maria Hatzigianni, Assistant Professor, Discipline: Contemporary Pedagogy in Early Childhood, Department of Early Childhood Education and Care, University of West Attica.</p> <p>2. Voyiatzis Ioannis, Professor, Discipline: Digital Design of controllable computer systems, Department of Informatics and Computer Engineering, University of West Attica.</p> <p>3. Komis Vasileios, Professor, Discipline: Computer Science Teaching and Application of Information and Communication Technologies in Education", Department of Education and Early Childhood Education, University of Patras</p>	"Promoting the digital competences of early primary teachers through the theories of making and design thinking"	<p>The knowledge society and the rapidly changing processes of technology and science are pervading all fields of human activity and are having a drastic impact on the field of education. The demand for high quality education, which is directly linked to its modernisation, is predominant. The need to train teachers in digital competences is at the heart of this. The theories of making and design thinking are at the heart of our research interest in designing curricula and training activities for primary school teachers.</p> <p>This study aims to expand our knowledge about the effective professional development of early primary teachers in order to promote digital competences through the theories of making and design thinking. The main objective of this research effort is to investigate, capture, document, evaluate, observe and understand how open creative spaces promote the digital competencies of early primary teachers.</p>	svalla@uniwa.gr	21673801
20	Vlaxou Sofia	Trifaini Sidiropoulou, Professor	<p>Trifaini Sidiropoulou, Professor, Discipline: Psychopedagogy of Early Childhood, Department of Early Childhood Education and Care, University of West Attica</p> <p>Zoi Nikiforidou, Associate Professor, Pedagogy and Training of Preschool Pedagogues, Department of Early Years Learning and Care, University of Ioannina, Greece</p> <p>Despina Kalessopoulou, Assistant Professor, Discipline: Museum Education, Department of Early Childhood Education and Care, University of West Attica.</p>	The child's drawing as a quality indicator of the pre-school child interaction with "Significant Others". A systemic study approach.	<p>In this research we want to study whether the child's drawing is a quality indicator of the pre- school child's interaction with the Significant Others in his/her life, namely parents and educators. Our research draws on Bowlby's (1969) attachment theory and systemic approach in order to give 'voice' to all parties involved in the research. A combined method will be used to collect the research data through two stages of research (stage 1 & 2 of the research) which are sequential and complementary to one another. In the 1st stage of the research, the Child's drawing will be used on a large sample of pre-school children by enabling them to draw their classroom and their family. In the 2nd stage of the research with the "extreme" cases of children's drawings (positive-negative drawings) as they will have emerged from the 1st stage of the research, a case study will be conducted. In particular, the children whose children's drawings were found at the two poles (positive-negative), the parents and educators of these children will constitute the sample of the 2nd stage of the research. To measure and analyze the pre-school teacher-child interaction, the researcher will conduct participant observation.</p> <p>Finally, narrative interviews (Schutze, 1977 ref to Issari & Karagianni, 2018) will be conducted to highlight how children and parents both perceive their relationship.</p>	svlaxou@uniwa.gr	21673802

21	Zorzidaki Pinelopi	MARIA HATZIGIANNI, ASSISTANTPROFESSOR	<p>1. Maria Hatzigianni, Assistant Professor, Discipline: Contemporary Pedagogy in Early Childhood, Department of Early Childhood Education and Care, University of West Attica</p> <p>2. Michalis Vitoulis, Assistant Professor, Discipline: Digital Pedagogy and Creative Thinking, Department of Early Childhood Education and Care, International Hellenic University.</p> <p>3. Athanasios Grigoriadis, Assistant Professor, Discipline: Classroom Management, Teacher – Child Interactions and Social Relationships in Early Childhood Education. Aristotle University of Thessaloniki</p>	"Fostering on the STEM/ STEAM approach in pre-school education through Maker Movement and Design Thinking"	This research will explore the STEM/ STEAM (Science, Technology, Engineering, Arts and Mathematics) approach in pre-school education through Maker Movement and Design Thinking (Bybee, 2010). The Maker Movement is a philosophy or phenomenon that has emerged in recent years and is defined as the ability of an individual to create (make), while the individual is called a "maker" (Papavlasopoulou et al., 2016). The interest in creation is mainly focused on educational environments that concentrate on science, technology, engineering and mathematics (STEM) concepts and as a result, the Maker Movement provides a different perspective on the learning process, as it gives students the opportunity to be in control of their knowledge, instead of being passive recipients. At the same time, design thinking is considered a method of teaching and learning that introduces a different pedagogical dynamic, with the aim of moving students beyond traditional knowledge acquisition towards its application in real-life situations. The literature review on teacher professional development regarding the integration of STEM/STEAM education into the school curriculum showed that the majority of teachers agree on the necessity of professional development and training (Boice et al., 2021; Ortega-Torres, 2021; Shaw et al., 2021). The present research effort seeks to fill the gap noticed in the literature regarding the STEM/STEAM approach in pre-school education in Greece through the theory of maker movement and design thinking. Moreover, the research will provide the opportunity to study the professional training of pre-school teachers in order to propose strategies for its enhancement and improvement.	pzorzidaki@uniwa.gr	21673803
22	Poulakida Anastasia	ELENI KATSIADA	<p>Eleni Katsiada, Assistant Professor, Discipline: Infants Education and Care with an emphasis on the development of Relationships/Interaction, Department of Early Childhood Education and Care, University of West Attica</p> <p>Efthymia Penderi, Assistant Professor, Discipline: Social Pedagogy, Department of Education Sciences in Early Childhood, Democritus University of Thrace, School of Education Sciences.</p> <p>Maria Hatzigianni, Assistant Professor, Discipline: Contemporary Pedagogy in Early Childhood, Department of Early Childhood Education and Care, University of West Attica.</p>	Children's rights in ECEC settings	Children are born as legitimate humans and holders of human rights. Even the very young, are rights holders, however, their rights are often overlooked due to perceptions of immaturity and the general nature of childhood. Their rights include protection, provision, and participation. Adults view young children and toddlers in particular, neither as competent nor incompetent rights holders. Children under three, are not thought to possess the capacity for decision-making, forming and expressing viewpoints, or participating in decisions that affect them. It is up to adults to enable them, taking their views and voices into account. Adult perceptions and approaches are crucial factors for the realization of children's rights. Those that work with small children can influence the way children interact, communicate and participate. Inclusion is also a precondition for children's rights. Rights-oriented research on children under the age of three is limited. Therefore, a study is proposed in an attempt to enlighten the field of Children's Rights in Early year settings and also explore the views of practitioners, parents and children, under three years old, on children's rights.	apoulakida@uniwa.gr	21673804