

CURRICULUM VITAE

PERSONAL INFORMATION

SURNAME KAROUSOU
NAME ALEXANDRA
e-mail akarousou@uniwa.gr

CURRENT POSITION

10.2024 - present **Associate Professor** - Cognitive and Language Development in Early Childhood
 Dept. of Early Childhood Education and Care, University of West Attica. **Greece.**

PREVIOUS POSITION(S)

05.2022 – 10.2024 **Assistant Professor (tenured)** in Cognitive and Language Development
 School of Education Sciences, Department of Education Sciences in Early Childhood.
 Democritus University of Thrace. **Greece.**

04.2016 – 05.2022 **Assistant Professor (tenure-track)** in Cognitive and Language Development
 School of Education Sciences, Department of Education Sciences in Early Childhood.
 Democritus University of Thrace. **Greece.**

02.2019 – 12.2020 **Research fellow.** Principal Investigator, research project *pi-phon* [see, Research Grants].
 Department of Education and Human Development, DIPF | Leibniz Institute for Research
 and Information in Education (www.dipf.de). **Germany.**

01.2014 – 04.2016 **Lecturer (tenure track)** in Cognitive Psychology and Language Development
 School of Education Sciences, Department of Education Sciences in Early Childhood.
 Democritus University of Thrace. **Greece.**

09.2009 – 12.2013 **Adjunct Lecturer (PD 407/90)** in Cognitive and Developmental Psychology
 School of Education Sciences, Department of Education Sciences in Early Childhood.
 Democritus University of Thrace. **Greece.**

10.2007 – 01.2010 **Adjunct Lecturer** in Cognitive and Developmental Psychology.
 Department of Psychology. University of Hertfordshire / International Campus in Athens –
 IST Studies. **Greece.**

09.2005 – 06.2008 **Adjunct Lecturer (PD 407/90)** in Language Development
 Department of Education Sciences in Early Childhood. National and Kapodistrian University
 of Athens. **Greece.**

01.2005 – 12.2007 **Post-doctoral researcher** (Project Pythagoras II /70/3/7918). Department of Education
 Sciences in Early Childhood, National and Kapodistrian University of Athens. **Greece.** [see,
 Research Grants]

09.2003 – 06.2007 **Post-doctoral fellow.** Department of Experimental Psychology and Cognitive Processes.
 School of Psychology, Complutense University of Madrid. **Spain.**

09.2003 – 09.2005 **Lecturer** in Cognitive Psychology (Psychology of Thinking) Department of Experimental
 Psychology and Cognitive Processes, School of Psychology. Complutense University of
 Madrid (University College Cardenal Cisneros). **Spain.**

09.2001 – 06.2004 **Doctoral collaborator.** Department of Experimental Psychology and Cognitive Processes.
 School of Psychology, Complutense University of Madrid. **Spain.**

12.2000 – 12.2003 **Researcher** (Spanish Ministry of Science and Technology – PETRI Project PTR1995-0412).
 Department of Experimental Psychology and Cognitive Processes. School of Psychology,
 Complutense University of Madrid. **Spain.**

EDUCATION

- 2000 - 2003** Department of Experimental Psychology and Cognitive Processes. School of Psychology, Complutense University of Madrid. **Spain**.
PhD in Psychology [Excellent with distinction]. Doctoral Dissertation title: 'Analysis of early vocalizations: their developmental pattern and their determinant function in the emergence of language.'
- 2000** Certificate of Research Competence in Psychology (*Suficiencia Investigadora*).
- 1997 - 1999** **Postgraduate** 2-year programme 'Intervención en el lenguaje'. Department of Experimental Psychology and Cognitive Processes. School of Psychology, Complutense University of Madrid. **Spain**.
- 1991 - 1996** School of Humanities, Language Studies (French Dept.). Aristotle University of Thessaloniki. **Greece**.

PUBLICATIONS (selection among 41)

- Demetriou, A., Makris, N., Spanoudis, G, **Karousou**, A., Kazi, S., Economacou, D., & Bikos, T. (under review). How Intelligence Changes with Development: A Theory of Natural General Intelligence and Cognitive Development. *Monographs of the Society for Research in Child Development*
- Karousou**, A., Economacou, D., Kazi, S., & Makris, N. (under review). The combined effect of language, executive functions, metacognitive – metalinguistic awareness, and theory of mind on children's narrative skills. *British Journal of Developmental Psychology*
- Kazi, S., **Karousou**, A., Markos, A., Economacou, D., Bikos, T., & Makris, N. (under review). Metacognition and executive functions: Developmental interrelations and interactions with cognitive performance in the preschool and primary school years. *Psychology: The Journal of the Hellenic Psychological Society*
- Karousou**, A. & Petrogiannis, K. (under review). Assessing Greek-speaking children's communication and language development from 6 to 36 months: norming and validation of a new parent-report screening tool. *Infancy*
- Karousou** A. & Petrogiannis, K. (2024). *Communication Development Report [CDR]: Measuring communication and language development in children aged 6 to 36 months*. Association for Psychometric Studies. ISBN: 978-618-86994-0-3 [BOOK]
- Karousou**, A. & Economacou, D. (2024). Quantity and quality of book reading to infants and toddlers: their effect on early communication and language development. *Psychology: The Journal of the Hellenic Psychological Society*, 29(1). https://doi.org/10.12681/psy_hps.34486.
- Karousou**, A., Economacou, D., & Makris, N. (2023). Clustering and switching in semantic verbal fluency: their development and relationship with word productivity in typically developing Greek-speaking children. *Journal of Intelligence*, 11(11), 209 <https://doi.org/10.3390/jintelligence11110209>
- Penderi, E., **Karousou**, A., & Papanastasiatou (2023). A multidimensional-multilevel approach to literacy-related parental involvement and its effects on preschool children's literacy competences: a sociopedagogical perspective. *Education Sciences*, 13(12), 1192 [Special Issue: Emergent Literacy in the Early Years] <https://doi.org/10.3390/educsci13121192>
- Economacou, D., **Karousou**, A., & Makris N. (2023). The relationship of Theory of Mind with Executive Functioning: A systematic review. *Psychology: The Journal of the Hellenic Psychological Society*, 28(2). https://doi.org/10.12681/psy_hps.33349
- Karousou**, A. & Nerantzaki, T. (2022). Phonological memory training and its effect on second language vocabulary development. *Second Language Research*. <https://doi.org/10.1177/0267658319898514>
- Mokaiti, F., & **Karousou**, A. (2021). The relationship between preschoolers' vocabulary development and their psychosocial profile. *Psychology: The Journal of the Hellenic Psychological Society*, 26(1), 23-39. https://doi.org/10.12681/psy_hps.26246

- López Ornat, S., **Karousou**, A., Gallego, C., Camero Fernández, R., & Martín L. (2018). Pupillary Measures of the Cognitive Effort in Auditory Novel Word Processing and Short-Term Retention. *Frontiers in Psychology*, 9, 2248. <https://doi.org/10.3389/fpsyg.2018.02248>
- Karousou**, A. (2018). Language assessment in infants, toddlers and preschool children. In: O. Palikara & A. Ralli (Eds.). *Developmental Language Disorder: delimitation, evaluation, and intervention*. Athens: Gutenberg. ISBN: 978-960-01-1809-4.
- Mokaiti, F., Rekalidou, G., & **Karousou**, A. (2017). Selective mutism in school: relationships and beliefs in the educational context. A case study. *Preschool and Primary school education*, 5(2), 27-64. <https://doi.org/10.12681/ppej.11446>
- Karousou**, A., & Petrogiannis, K. (2017). Communication Development Report [CDR]: A parent-report instrument for the early screening of communication and language development in Greek-speaking infants and toddlers. *Psychology: The Journal of the Hellenic Psychological Society*, 21(4), 395-420. https://doi.org/10.12681/psy_hps.23509
- Gilkey, P., **Karousou**, A., & López Ornat, S. (2017). Applications of model theory to the study of 'soft' universals in language. *Mathematical Methods in the Applied Sciences, Special issue: Inverse Problems in Science and Engineering*, 40 (17), 6096-6102. <https://doi.org/10.1002/mma.3778>
- Karousou**, A., Koutsiouki, M. & Triantafyllidou, A. (2015). «Quick incidental learning» and consolidation of novel words in early primary school children. *Research in Education*, 5, 1-16. <https://doi.org/10.12681/hjre.9055>
- Karousou**, A. (2015). Phonological short-term memory measurement in Greek-speaking children aged 2 to 4: data on its relationship with language development. *Preschool & Primary School Education*, 3, 117-135. <https://doi.org/10.12681/ppej.163>
- Karousou**, A., & Nikolaidou, K. (2015). Parents as informants of their children's communication and language skills: concurrent validity study of the Communication Development Report (CDR). *Research in Education*, 4, 30-53. <https://doi.org/10.12681/hjre.8859>
- Karousou**, A., & Petrogiannis, K. (2014). Communication Development Report - Scales for the early screening of communication and language development in children aged 8-30 months: Pilot data and basic psychometric properties. *Preschool & Primary School Education*, 2, 83-114. <https://doi.org/10.12681/ppej.47>
- Karousou**, A. (2014). Aprender la forma de las palabras: el proceso en su complejidad. In: N. Caparrós, R. Cruz Roche (Eds.), *Viaje a la Complejidad*. Vol. 4, 342-351. Madrid: Biblioteca Nueva. ISBN: 978-84-9940-466-0.
- Karousou**, A. & López Ornat (2013). Prespeech vocalizations and the emergence of speech: a study of 1005 Spanish children. *Spanish Journal of Psychology*, 16, E32. <https://doi.org/10.1017/sjp.2013.27>
- Karousou**, A., Katis, D., & Stambouliadou, Ch. (2009). The phonoprosodic form of vocalizations during the transition from preverbal to verbal communication. *Studies in Greek Linguistics*, 29, 486-499.
- Katis, D., & **Karousou**, A. (2008). The 'meaning' of vocalizations during the transition from preverbal to verbal communication: Data from Greek-speaking children. *Investigating the child's world - World Organisation for Preschool Education [OMEPE]*, Vol. 8, 53-72. <https://doi.org/10.12681/icw.18199>
- Karousou**, A., Katis, D., & Stambouliadou Ch. (2008). The emergence of early words: empirical data on the gradual convergence of the parameters of 'wordiness'. *Psychology: The Journal of the Hellenic Psychological Society*, 15(2), 119-138. https://doi.org/10.12681/psy_hps.23833
- Karousou**, A. (2007). The relationship between prespeech vocalizations and the emergence of early words. *Studies in Greek Linguistics*, 27, 171-184.
- Mariscal, S., **Karousou**, A., Martínez, M., Gallo, P., Gallego, C., & López Ornat, S. (2007). La evaluación del desarrollo comunicativo y lingüístico mediante la versión española de los Inventarios MacArthur-Bates. *Psicotema*, Vol. 19 (2), 190-197.
- López Ornat, S., Gallego C., Gallo P., **Karousou** A., Mariscal S., Martínez M. (2005). Inventarios de Desarrollo Comunicativo MacArthur. TEA - Hogrefe. ISBN: 84-7174-820-7 [BOOK]
- López Ornat, S. & **Karousou**, A. (2005). Las Vocalizaciones tempranas (8-30 meses) y su relación con el vocabulario y la gramática. Su medida en el CDI-Español: Resultados preliminares. In M.A. Mayor Cincá; B. Zubiauz de Pedro & E. Díez-Villoria (Eds) (2005) *Estudios sobre la adquisición del lenguaje*. Aquilafuente, Eds. Universidad de Salamanca, 401-420. ISBN: 84-7800-511-0

López Ornat, S; Gallego, C.; Gallo, P.; **Karousou, A.**; Mariscal, S.; Nieva, S. (2003). iLC: Un instrumento de medida del desarrollo lingüístico temprano basado en las Escalas MacArthur. *Boletín de la AELFA* (Spanish Association of Logopedics, Phoniatrics and Audiology), 3, 3-17.

Invited presentations to international conferences and/or advanced schools

- Makris, N. & Karousou, A.** (2023). Cognitive and linguistic awareness from preschool to adolescence. *Harvard University, Graduate School of Education*. Boston. November 2023.
- Karousou, A., Economakou, D., & Kazi, S.** (2023). The combined effect of cognitive factors on preprimary and primary school students' narrative skills. Invited Symposium. *EARLI2023 Conference*. August 2023.
- Karousou, A.** (2022). Pupillary correlates of phonological memory and their relationship with early language development. Invited Talk. Department of Experimental Psychology and Cognitive Processes, School of Psychology, *Universidad Complutense University of Madrid*. April 2022.
- Karousou, A.** (2022). Language and Cognition: Associations and interactions. *Education Office Archdiocese of America*. Invited talk. September 2022.
- Karousou, A. & Petrogiannis, K.** (2021). Home environment and its effect on early language development. Invited Symposium: Cognitive, Metacognitive, Social & Motivational effects on language learning and school performance. *International Congress of Psychology (ICP2020+)*, Prague, July 2021.
- Karousou, A.** (2021). Pupillometric correlates of cognitive effort: a phonological memory experiment for preschoolers. Invited talk. *Workshop on Eye Tracking, Western Galilee College, Israel*. May 2021.
- Karousou, A.** (2020). Pupillary correlates of phonological memory and their relationship with language development: a new research project. Invited talk. *Jornada20+15, Universidad Autónoma de Madrid*.
- Karousou, A.** (2020). Pupillary correlates of phonological memory capacity and their relationship with early language development: a longitudinal research. Invited talk *IdeA Zentrum - Leibniz Institute for International Educational Research (DIPF)*. Frankfurt, January 2020.
- Karousou, A.** (2019). Pupillometric Indices of Novel Word Phonological Processing and Short-Term Retention and their Relation to Language Development: Pilot Data from Preschoolers. Invited talk. *IdeA Zentrum - Leibniz Institute for International Educational Research (DIPF)*. Frankfurt, May 2019.
- Karousou, A.** (2019). Early Language Development: in search of early predictors and developmental assets. Invited talk. *Leibniz Institute for International Educational Research (DIPF)*, Department of Cognitive Development. Frankfurt, February 2019.
- Karousou, A.** (2018). Pupillary Measures of the Cognitive Effort in Auditory Novel Word Processing and Short-Term Retention. Invited talk. Department of Experimental Psychology and Cognitive Processes, School of Psychology, *Complutense University of Madrid*.

CONFERENCES (selection among 70)

- Karousou, A., Economakou, D., Thomaidou, V., & Makris, N. (2023). Clustering & Switching In typically developing children (5-17 years): Their Relationship with Semantic Verbal Fluency, **23rd Conference of the European Society of Cognitive Psychology (ESCOP2023)**. Porto, Sept. 2023.
- Makris, N., Karousou, A., Economakou, D., & Kazi, S. (2023). Children's understanding of others' logical inferences. Two new Theory of Mind tasks. **23rd Conference of the European Society of Cognitive Psychology (ESCOP)**. Porto, Sept. 2023.
- Economakou, D, Karousou, A., Markis, N., & Kazi, S. (2023). Theory of Mind and metacognition: Developmental interconnections and the mediating role of language and executive functions **International Convention of Psychological Science (ICPS2023)**, Brussels, Μάρτιος 2023.
- Bikos, T., Karousou, A., Makris, N., & Kazi, S. (2023). A Multimodal Design for Studying Metacognition: Self-Reports, Behavioural and Psychophysiological Measures. **International Convention of Psychological Science (ICPS2023)**, Brussels, Μάρτιος 2023.

- Karousou, A., Lipourli, E., & Bimpasaki, C. (2023). Encoding an oral story with background music positively affects children's language production during story retelling. An experimental study. *Association for Psychological Science - APS Annual Convention*. Washington, Máúoc 2023.
- Economacou, D., Karousou, A., Kazi, S., Bikos, T., & Makris, N. (2022) Developmental interconnections between ToM and metacognition. The role of executive functions and language. *International Society for the Study of Behavioral Development Biennial Meeting – ISSBD 2022*, Rhodes, June 2022.
- Karousou, A. (2021). Pupillary correlates of phonological memory: their relationship with language development. *ICP2020, the 32nd International Congress of Psychology*. Prague, July 2020.
- Christodoulou, T. & Karousou, A. (2019). Language sample analysis and language assessment in preschool children. *17th Panhellenic Congress of Psychological Research*. Hellenic Psychological Society. Alexandroupolis
- Karousou, A., López Ornat, S., & Gallego, C. (2019). Pupillometric measures of the cognitive effort in novel word processing and short-term retention. *17th Panhellenic Congress of Psychological Research*. Hellenic Psychological Society. Alexandroupolis
- Karousou, A., & Petrogiannis, K. (2018). Factors associated with early language development in children 7 to 30 months old. *6th Congress of Developmental Psychology – Hellenic Psychological Society*, Thessaloniki, May 2018.
- Mokaiti, F. & Karousou, A. (2018). The relationship between the linguistic development of preschool children and their psychosocial profile. *6th Congress of Developmental Psychology – Hellenic Psychological Society*, Thessaloniki, May 2018
- Karousou, A. (2016). Configural Frequency Analysis (CFA): It's application in the study of early language development from a dynamic systems perspective. *VIIIth International Conference of Language Acquisition*, Palma de Mallorca, Sept 2016.
- Vivas, L., Karousou, A. & López Ornat, S. (2016). Actividad comunicativa con función instrumental y declarativa: un abordaje multidimensional y dinámico. *VIIIth International Conference of Language Acquisition*, Palma de Mallorca, Sept 2016.
- Karousou, A. (2016). *Early non-verbal communication and its relationship with language development: data from 1400 Greek-speaking children*. *5th Panhellenic Congress of Developmental Psychology* - Hellenic Psychological Society. Volos, Oct. 2016
- Pagkratidou, M. & Karousou, A. (2013). The development of preverbal communication and its relationship with early language development. *14th Panhellenic Congress of Psychological Research*. Alexandroupolis, May 2013.
- Karousou, A. & López Ornat, S. (2012). Preverbal children also 'talk' to themselves: Private prespeech vocalizations and their relation to language development. *International Symposium: Self-talk- Forms and Practices*. Sorbonne Paris Cité, Sept. 2012.
- Vivas, L., López Ornat, S. & Karousou, A. (2011). Are infants' private vocalizations more speech-like than their communicative ones? *17th Meeting of the European Society for Cognitive Psychology [ESCOPE 2011]*. San Sebastián, Sept. 2011.
- Karousou, A., Vivas, L., López Ornat, S. & Martínez, M. (2011). Private vs. communicative pre-speech vocalizations: a comparative study on their formal qualities. *European Science Foundation - Scientific Workshop on the developing brain: Perspectives from typical and atypical development*. Granada, Sept. 2011.
- Vivas, L., López Ornat, S. & Karousou, A. (2010). Intervalos temporales y dimensiones relevantes en el estudio de la imitación vocal temprana. *VIIth International Conference of Language Acquisition (AEAL)* . Barcelona, Sept. 2010.
- Vivas, L., López Ornat, S. & Karousou, A. (2008) Methodological Issues in the study of early vocal imitation: Critical evaluation of a multidimensional coding system. *British Psychological Society - 2008 Developmental Section Congress*. Oxford, Sept. 2008.
- Vivas, L., López Ornat, S. & Karousou, A. (2007) La imitación vocal temprana: investigación preliminar en niños de 10 a 30 meses. *Vth International Conference of Language Acquisition (AEAL)*. Oviedo, Sept. 2007
- Karousou, A. & López Ornat, S. (2007) Piecing together the first words: Longitudinal crosslinguistic evidence on the gradual development of phonoprosodic word-patterns (8 to 18 mos.) *52nd Annual Conference*

of the Int'l Linguistic Association: **The Emergence of Language in the Child and in the Species**. NY. March 2007

- Karousou, A., Katis, D. & Stambouliadou, Ch. (2006). The very emergence of words: methodological and theoretical issues in its description. *Lexical Bootstrapping in Child Language Acquisition and Child Conceptual Development: 2nd International Conference of the German Cognitive Linguistics Association*, Munich, Oct. 2006
- Karousou, A. (2006c). The assessment and prediction of language development based on prelinguistic behaviours: Vocalizations vs. Gestures. *First European Network Meeting on Communicative Development Inventories (EUNM-CDI 2006)*. Dubrovnik, May 2006.
- Karousou, A. (2006a) Constructing first words: Evidence from a longitudinal study on early vocalizations (7 to 18 mos.) *Latsis Colloquium of the University of Geneva: Early Language Development and Disorders*. Geneva, Jan. 2006.
- Vivas, L.; Martínez, M.; Gallego, C.; Karousou, A.; López Ornat, S. & Mariscal, S. (2005) The Spanish version of the MacArthur CDIs: results and new advances on early linguistic and communicative evaluation. *16th Congress of the European Society of Ambulatory Pediatrics*. Colegio de Médicos, Barcelona, Oct. 2005.
- López Ornat, S.; Gallego, C; Gallo, P.; Karousou, A. & Mariscal, S. (2005) The (European) Spanish CDIs: results on early vocal, gesture, vocabulary and grammar development, from 8 to 30 months. *X International Congress for the Study of Child Language, IASCL*. Berlin, July 2005.
- Karousou, A. & López Ornat, S. (2005b) Gestures & Vocalizations: Ontogenetic precursors of human language. *VI Congreso Asociación Primatológica Española*; Facultad Psicología, UCM; Madrid, Sept. 2005.
- Karousou, A. & López Ornat, S. (2005a) Early (7 to 30 months) vocal activity: a missing link in language development? Results of longitudinal and cross-sectional studies with Spanish children. *X International Congress for the Study of Child Language, IASCL*: Berlin, July 2005.

MEMBERSHIPS & REVIEWING ACTIVITIES

Member of research projects evaluation committees

- 2022** **Hellenic Foundation for Research and Innovation (HFRI)**. Member of the evaluation committee of the applications submitted in the context of the 4th HFRI Scholarship Call for PhD Candidates (no. 42328/21.12.2021) in the Scientific Area (S.A.) 6. "Social Sciences"
- 2022** **Israel Science Foundation (ISF)** Independent expert for the evaluation of research project applications submitted under the category of Personal Research Grants. Israel.
- 2021** **Hellenic Foundation for Research and Innovation (HFRI)**. Independent expert for the evaluation of research project applications submitted in the context of the 3rd HFRI Scholarship Call for PhD Candidates (no. 42328/21.12.2021) in the Scientific Area (S.A.) 6. "Social Sciences"

Member of Research Labs

- 2024 – now** Member of the Laboratory of Infant & Toddler Development of the Department of Early Childhood Education and Care. Univ.of West Attica.
- 2014 - 2024** Member of the **Laboratory of Child Psychology** of the Department of Early Childhood Education, Democritus Univ. Thrace.
- 2020 - now** Research associate at the **Laboratory of Cognitive Development and Learning** of the Department of Primary Education, Democritus Univ. Thrace.
- 2019 - 2022** Research associate at the German research centre **DIPF | Leibniz Institute for Research and Information in Education** [dipf.de/en], Department of Cognitive Development and member of the collaborating centre **IDEA | Individual Development and Adaptive Education**
- 1998 – 2023** Member of the research group "EQUIAL" (**Equipo de Investigación sobre la Adquisición del Lenguaje**), Universidad Complutense de Madrid, School of Psychology, Department of Cognitive Processes (Official Research Group No. 940733)
- 2005 - 2008** Member of the research group **Language Development** of the National and Kapodistrian University of Athens, Department of Early Childhood Education.

Member of Scientific Societies

Hellenic Psychological Society (ΕΛΨΕ) – Developmental Psy Division, Cognitive Psy Division
 International Congress of Infant Studies (ICIS)
 Cognitive Development Society (CDS)
 Society for Language Development (SLD)
 International Association for the Study of Child Language (IASCL)
 European Association for Research on Learning and Instruction (EARLI)
 American Psychological Association (APA)

TEACHING ACTIVITIES

2024 - now Associate Professor – Cognitive Psychology & Development / Language, Bilingualism & Development / Sociocultural Approaches of Development / Emergent Literacy. University of West Attica.

2016-2024 Assistant Professor - Cognitive Psychology / Developmental Psychology / Language Development / Experimental Psychology. Democritus Univ.Thrace. Greece

2021-2024 Associated Scientific Personnel. Cognitive Development and Learning. Master’s Program ‘Applied Developmental Psychology’. Hellenic Open University.

2014-2024 Module leader/Lecturer – ‘Sociocultural approaches to development and learning’ - Master’s Program ‘Innovative Educational Approaches in Multicultural Educational Contexts’ Democritus Univ.Thrace. Greece.

2015-2018 Module leader/Lecturer – ‘Scientific research, and methods of data collection and analysis’- Master’s Program ‘Innovative Educational Approaches in Multicultural Educational Contexts’ Democritus Univ.Thrace. Greece

2014-2016 Lecturer - Cognitive Psychology / Developmental Psychology / Language Development / Research Methods. Democritus Univ.Thrace. Greece

2010-2013 Invited Lecturer - Language Development. Master’s Program in Linguistics. Spanish National Center for Scientific Research (CSIC). Spain.

2009-2013 Adjunct Lecturer - Cognitive Psychology & Developmental Psychology, Democritus Univ.Thrace. Greece

2007-2010 Adjunct Lecturer – Developmental Psychology / Cognitive Psychology / Research Methods, Univ.Hertfordshire/IST College. Greece.

2005-2008 Adjunct Lecturer - Language Development, National-Kapodistrian University. Greece

2003-2005 Adjunct Lecturer – Psychology of Thinking, Complutense University of Madrid. Spain

2003-2007 Post-Doctoral Fellow – Language Development, Complutense Univ. of Madrid. Spain

SUPERVISION OF GRADUATE STUDENTS & POSTDOCTORAL FELLOWS

2016 - 2022 One (1) PhD thesis (concluded 2022). Principal supervisor. **Democritus University of Thrace.** Dept. of Education Sciences in Early Childhood.

2021 - now Five (5) PhD theses. Member of the supervisory board. **Democritus University of Thrace.** Dep’t. of Primary Education (in progress).

2015 - 2023 Five (5) Master’s Theses. Principal supervisor. **Democritus University of Thrace.** Dept. of Education Sciences in Early Childhood. Master’s program ‘Innovative Educational Approaches in Multicultural Educational Contexts

2016 - 2027 Four (4) Master’s Theses. Principal supervisor. **Aristotle University of Thessaloniki,** Master’s program “Language Disorders & Educational Interventions”

FELLOWSHIPS and AWARDS

- 2019 - 2020** **Research Fellowship**, Department of Education and Human Development, DIPF | Leibniz Institute for Research and Information in Education. **Germany.**
- 2005-2008** **Postdoctoral scholarship**. Greek Ministry of Education & the European Union. Research Program 'PYTHAGORAS II' (Action 2.2.3.f). **Greece.**
- 2003 - 2007** **Postdoctoral Fellowship**, Department of Experimental Psychology and Cognitive Processes. School of Psychology, Complutense University of Madrid. **Spain.**
- 2000-2003** **Doctoral scholarship**. Spanish Ministry of Science and Technology (CICYT- PTR1995-0412-OP). Universidad Complutense de Madrid, Dept. Experimental Psychology & Cognitive Processes. **Spain.**
- 1997-1999** **Postgraduate scholarship**. Spanish Ministry of Foreign Affairs. Universidad Complutense de Madrid, School of Psychology, Dpt. Experimental Psychology & Cognitive Processes. **Spain.**

RESEARCH GRANTS (selection among 17)

Project Title	Funding source	Period	Role of the PI
Pupillary Indices of Phonological Memory: their relationship with language development in preschool children	DIPF Leibniz Institute for Research and Information in Education	Febr.2019 – Dec. 2020	Principal Investigator
Levels of cognitive and linguistic cognizance from preschool age to adolescence: Their interactions with executive and reasoning processes	Hellenic Foundation for Research and Innovation HFRI FM17-13	Dec. 2019 – Dec. 2023	Member of Research Team
Fostering language development in the first cycle of Infant Education: Early multimodal indicators of communicative and self-regulatory processes.	Spanish Ministry of Science, Ref. PGC2018-095275-A-100	Jan. 2019 – Dec. 2021	Member of RT / Associate Researcher
Pupillary measures of the cognitive effort in novel word phonological processing	Complutense University of Madrid: PR26/16-20340, type A	Nov.2016 – Oct. 2017	Member of RT
Evaluation of the trajectories of communicative and linguistic development until the age of 4: a multifunctional and integrative approach.	Spanish Ministry of Economy, Ref. PSI2013-44250	Jan. 2015 – Dec. 2018	Member of RT / Associate Researcher
Measures of phonological short-term memory in children aged 2-4 years (continuation)	Complutense University of Madrid, Project GR35/10	Jan. 2011 – Dec. 2012	Member of RT / Associate Researcher
Measures of phonological short-term memory in children aged 2-4 years	Complutense University of Madrid, GR58/08	Jan. 2009 – Dec. 2010	Member of RT / Associate Researcher
The relationships between early lexical and grammatical development	IV Regional Plan, Madrid CAM, Nº: CCG07 /HUM-2566	Jan. 2008 – Dec. 2008	Member of RT / Associate Researcher
Early communicative development of Greek children and its evaluation	Program 'Support to young researchers', NGO Mundo en Armonía (Madrid)	Sept. 2006 – Sept. 2010	Principal Investigator

Early vocal imitation and its relationship with language development	IV Regional Plan, Madrid CAM	Jan 2006 – Dec. 2006	Member of RT / Associate Researcher
Early language development in Greek: from preverbal vocalizations to the emergence of the early lexicon and the beginnings of grammar	Greek Ministry of Education & European Union, Project Pythagoras II /70/3/ 7918	Jan. 2005 – Dec. 2007	Post-doctoral researcher