

APPENDIX I: Research activities targeting the Pre-primary Program

Research targeting the design of creative curriculum and playful spaces to promote learning in the 21st century

Research Projects

Magic Molly: Development Single project (MEDIA EACEA 20-2016- 583320-CREA-1-2017-1-CY-MED-DEVSPANI, €117,000). (Dr. A. Stylianou-Georgiou)

The aim of the project was to develop an upper preschool animated TV series. Dr. Agni Stylianou-Georgiou participated as a team member, helping an international group of multimedia designers (CY, Lithuania, British, Norwegian, US) to define the educational curriculum of the series, so that it would be appropriate for the target age group (4-7). (Production company was in Cyprus, Co-production in Lithuania).

Publications

Hadjipanteli, A. (in press). Playfulness as a virtuous disposition: Its affinity with dramatic play and aretaic practice. *International Journal of Play*.

Pitri, E. & Stylianou-Georgiou, A. (2017). Magical, Surprising and Humorous Sparkles for Creative Problem Solving. *International Journal for Cross-Disciplinary Subjects in Education*, 8(1), 2694-2972.

Rodosthenous-Balafa, M., Chadjianastasi, M., & Stylianou-Georgiou, A. (2021). Creative Ways to Approach the Theme of Cultural Diversity in Wordless Picturebooks Through Visual Reading and Thinking, In F. Maine & M. Vrikki (Eds.). *Dialogue for Intercultural Understanding: Placing Cultural Literacy at the Heart of Learning*, Springer: Cham.

Stylianou-Georgiou, A. & Chadjianastasi, M., (in press). Designing creative learning environments for more effective teaching and learning in the 21st century. In Georgiou, N., Papageorgi, I., Stylianou-Georgiou, A. & Constantinou, M. (eds.), *Educational Psychology: A Compass in Teaching and Learning*. Pedio

Stylianou-Georgiou, A. & Pitri, E. & (2018). Unicorn acts and thinking hats: preservice teachers' situated learning through imaginative contexts. *Journal of Applied Instructional Design*, 7(1), 45-53.

Stylianou-Georgiou, A. & Pitri, E. (2017). Play in College: Shifting Perspectives and Creative Problem-Based Play. *World Academy of Science, Engineering and Technology, International Science Index, Humanities and Social Sciences*, 3(3), 597-603.

PhD Thesis

Constructing creative teaching through the application of artmaking strategies by prospective teachers: Instructional design for preschool creative teaching (A.M., Spring, 2021, under the supervision of Dr. E. Pitri).

The purpose of the dissertation was to guide students attending the Pre-primary programme, in a new way of approaching planning, conducting, and evaluating their instruction, which would lead them to creative teaching. Walker's (2001) strategies for meaningful artmaking

were utilized to examine whether they could be applied in the context of their tertiary training with the aim of creative instructional design. The study also focused on investigating how student-teachers' instructional design changes (in terms of flexibility, humor and originality) when the stages of meaningful artmaking are applied. Another goal of the study was to identify the difficulties of applying the artmaking strategies for creative instructional design.

Master Thesis

«Μια εκπαιδευτική παρέμβαση στο νηπιαγωγείο βασισμένη στη Θεωρία των Πολλαπλών Τύπων Νοημοσύνης" (Gardner)» (Δ. Χ., Fall 2021)

Educational Programmes

Kamberis, M. & Stylianou-Georgiou, A. (February-March, 2022). *Deconstructions (Ξηλώματα): facilitating slow looking and promoting preschooler's creative movement and storytelling in an art gallery museum*, Nicosia, Cyprus.

Through an interdisciplinary collaboration of UNIC faculty from the Department of Education (Dr. Agni Stylianou, Dr. Elisavet Pitri), the Department of Music and Dance (Ms. Maria Kamberi) and Department of Architecture (Prof. Yiorgos Hadjichristou) with A. G. Leventis Gallery, the spaces of an art gallery were transformed in different ways offering opportunities for creative movement and storytelling. Workshops were designed and offered for all age groups. Two groups of young children (3+) and their families and one group of Early Childhood teachers were engaged in the Educational programme.

Research addressing the preschool child, as an individual with varied needs (to learn, to act, to play, to socialize, to be recognized)

Research Projects

Tackling School Discipline Issues with Positive Behavior Supports (TaSDi-PBS). European Commission: ERASMUS+ Key Action 2 (Grant Agreement#: 2016-1-HR01-KA201-022147, funded for 2 years, 09/30/2016-09/30/2018, EURO 168,652 = \$191,055). (Dr. L. Kourea)

Schoolwide Positive Behavior Support: Prevention, intervention and empowerment of At-Risk Students. Cyprus National Addictions Authority (Grant Agreement#: 3411-12173, funded for 2 years, 1/1/2018-12/31/2020, EURO 40,000 = \$45,312). (Dr. L. Kourea)

Children's Worlds Project: The international survey of children's well-being. (Dr. K. Demetriou)

The Department of Education represents Cyprus in this project which aims to collect solid and representative data on children's lives and daily activities, their time use and, in particular, their own perceptions and evaluations of their well-being. This data will be used to improve children's well-being by creating awareness among children, parents and communities to the everyday lives of children, their environment, their relationships with others, their beliefs and satisfaction. Dissemination of the research findings aims to influence opinion leaders, decision makers, professionals and the general public, both in the project countries and internationally.

Strengthening Music in Society (2018-2021) Coordinated by the European Association of Conservatories, Academies of Music, Universities and Music Colleges (AEC) (N. Economidou-Stavrou)

The Early Childhood Music Education (ECME) working group of the SMS (Strengthening Music in Society) project, aimed at raising awareness and identifying the need for provision of early childhood music education across Europe. More specifically the working group sought to: a) find out about the current situation of ECME across Europe, b) raise awareness for the importance of early childhood music education, c) find ways to give guidance on good practices and contribute to the harmonisation of ECME on a European level.

<https://aec-music.eu/project/aec-sms-2017-2021-creative-europe-network/strand-8-early-childhood-music-education/>

Publications

Cartledge, G., Yurick, A., Harjani-Singh, A., Keyes, S., & Kourea, L. (2011). Follow-up study of the effects of a supplemental early reading intervention on the reading/disability risk of urban primary learners. *Exceptionality*, 19, 140-159.

Darch, M., Economidou Stavrou, N. & Piispanen, U. (2022). *Music Right from the start: Theory and Practice of Early Childhood Music Education*. European Music School Union. Bonn: VdM Verlag.

Demetriou, K. (*in press*). Resilience in children with disabilities: the role of positive relationships and friendships. In B. Anderson, W. Robles-Melendez & Z. Nikiforidou (Eds.), *Resilience and wellbeing: children, families, communities and societies*. London: EECERA /Routledge.

Demetriou, K. (2020). Do you want to play with me? Acceptance and preference dilemmas in choosing playmates with physical disability. *Early Child Development and Care*.

Demetriou, K. (2019). Intentions of children without disabilities to form friendship with peers with physical disability: a small scale study. *Early Child Development and Care*, 2141-2157.

Gyovai, L. K., Cartledge, G., Kourea, L., Yurick, A., & Gibson, L. (2009). Early reading intervention: Responding to the learning needs of young at-risk English language learners. *Learning Disability Quarterly*, 32(2), 143-162.

Kourea, L. (2010). Waiting your turn. In S. Musti-Rao *Social Skills Instruction: A handbook for teachers* (pp. 97-110). Singapore: Cobee Publishing House.

Nikiforidou, Z. & Demetriou, K. (2021). The origins of self-concept as part of identity formation. In R. Wills, M. de Souza, J. M. McMahon, C. Roux & M. A. Bakar (Eds.) *The Bloomsbury Handbook of Identity and Culture: Perceptions and Implications*. London: Bloomsbury, pp. 25-36.

Fella, A., & Kourea, L. (2020). Supporting in-service kindergarten teachers for an effective online early literacy instruction. In R. E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski & C. Mouza (Eds.), *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. (pp. 699-704). Association for the Advancement of Computing in Education (AACE). Retrieved June 15, 2020 from <https://www.learntechlib.org/p/216903/>

Fella, A., & Papadopoulos, T. C. (2021). Cognitive mechanisms underlying development in Greek. In S. Stavrakaki (Ed.), *Speech and cognition in disorders of children and adults* (pp. 363-387). Athens, Greece: Vita Publishing. [in Greek]

Papadopoulos, T. C., Spanoudis, G., Ktisti, C., & Fella, A. (2021). Precocious readers: A cognitive or a linguistic advantage? *European Journal of Psychology of Education*, 36, 63-90.

Pittas, E. (in press). Language development from birth to school years. In Georgiou, N., Papageorgi, I., Stylianou-Georgiou, A. & Constantinou, M. (eds.), *Educational Psychology: A Compass in Teaching and Learning*. Pedio

Pittas, E., Fajardo Bravo, I. & Gómez-Merino, N. (2022). Young Children's Online Learning and Teaching: Challenges and Effective Approaches. In J. Pattnaik & M.R. Jalongo (Eds.), *Impact of COVID 19 on the Education and Care of Young Children: Global perspectives*. Indiana, PA: Springer. doi: 10.1007/978-3-030-96977-6

Yurick, A., Cartledge, G., Kourea, L., & Keyes, S. (2012). Reducing reading failure for kindergarten urban students: A study of early literacy instruction, treatment quality, and treatment duration. *Remedial and Special Education*, 33(2), 89-102.

Conference

2022 *Building Bridges V(irtual) International Conference on Special and Inclusive Education* (June 1-3, 2022) <https://www.unic.ac.cy/bridges2022>

The conference is organized by the Department of Education at the University of Nicosia (coordinator: Dr. Lefki Kourea) and the College of Education at the University of Nevada, Las Vegas (coordinator: Dr. Joseph Morgan)

Presentations related to Early Childhood Education

1. *Positive behavior Support for Inclusive Education*: Inclusive education has been agreed upon as a universal goal and general attitudes towards this goal are positive, but questions on 'how to get there' raise many concerns. Challenging behaviors are perhaps the most commonly mentioned obstacle that challenges schools and teachers in this regard. The School-Wide Positive Behavioral Interventions and Supports (SWPBIS) framework offers approaches to strengthen teachers' skills and efficacy beliefs that may lead to more inclusive practices and to more positive attitudes towards inclusion.

2. *Understanding the Importance of Linguistically and Culturally Responsive Practices in Response to Intervention for Emergent Bilingual and Dual-Language Early Childhood Education Students*: Interventions enable schools to focus their efforts on specific student groups while offering more individualized support. Standard practices and examinations typically misunderstand Emergent Bilinguals as lacking knowledge, intelligence, or learning aptitude. Interventions for EBs and dual-language early learners must be culturally and linguistically responsive.

3. *Evidence-Based Inclusive Practices for Emergent Bilinguals with Disabilities*: Students who are emergent bilingual and have an identified disability can present with complicated needs in the classroom. Educators must use evidence-based practices to inform instruction so that all students can remain in the inclusive setting. This paper presents the research background and best practices for emergent bilinguals with disabilities.

4. *The Role of Video Self-Reflection in Teachers Candidates' Noticing Behaviors Related to Classroom Discourse:* Teachers feel unprepared to support students' oral language and do not provide enough opportunities for student interactions. Preparing teachers to notice their practices is essential. This presentation will present the preliminary findings of a qualitative single-case study exploring special education teacher candidates' noticing behaviors during their video self-reflection experiences in the context of classroom discourse.

5. *Process and Outcome of a Delphi Process: An Example from the SKATE Project:* This contribution will present the processes in which involved partners of the SKATE project (an Erasmus+ project aiming to generate knowledge about the use of ICT and Assistive Technology for inclusive early childhood education) and representative stakeholders, developed a set of Guidelines by means of a Delphi Procedure. The Delphi process structured the co-design and consultation for the Guidelines, which will serve as a tool for developing the learning programme and training material for early childhood educators, in order to promote Inclusive education in early years with the use of technology.

6. *The Contribution of Inclusive Education on Children's Friendships in Early Childhood Education:* This study explored how a Friendship Development Programme (FDP) based on an inclusive ethos and approach affected children in early childhood education (ECE). We used mixed methodology. Analysis of the data revealed that children's friendships were positively affected after the implementation of the FDP. Various important issues emerged e.g. friendless children were also voiceless, that may help guide future research and efforts to promote friendships in ECE.

Master Theses

«Συμπεριληπτικές Πρακτικές και Εκπαιδευτικές παρεμβάσεις σε μαθητή με αυτισμό στο νηπιαγωγείο» (Α.Π., Spring 2021)

«Εφαρμογή προγράμματος παρέμβασης σε παιδιά νηπιακής και πρώτης σχολικής ηλικίας σε επίπεδο γραφής και αναγνωστικής ετοιμότητας, πρόγραμμα μελέτης» (Σ. Α., Fall 2021)

«Αξιοποίηση της Μουσικής γωνιάς και των ηχογόνων πηγών στη δια ζώσης και εξ αποστάσεως εκπαίδευση στο σύγχρονο ελληνικό νηπιαγωγείο.» (Κ.Δ., Spring 2022)

Research addressing the preschool child, as an individual with equal rights and an active agent in the lives and practices of families, societies, and cultures

Research in this area focuses on cultivation of new literacies for citizenship and the expression of individual identity in the family, school / student community, neighborhood and multilevel identities by linking to the concept of social responsibility. Specifically it investigates: a) how young children develop their dialogue and argumentation by engaging in discussion of issues linked to cultural literacy, b) how young children can be empowered agents having equal rights to vote or act as cultural diplomats for a sustainable, resilient world, c) intercultural education, d) civil society organizations and associations that promote a shared society and d) school-family partnerships for culturally and linguistically diverse students.

Research Projects

DIALLS Dialogue and Argumentation for cultural Literacy Learning in Schools (2018-2021) (Horizon 2020/ EU funded), Agreement number 770045, Budget: 4,4 million.) [Coordinator Dr. M. Evagorou, DIALLS UNIC team: Science Education (Dr. Evagorou), Psychology (Dr. Styliani-Georgiou), Educational Sciences (Dr. Karousiou), Literature (Dr.

Rodosthenous-Balafa), Research Methods in Education (Prof. Papanastasiou). DIALLS was a three year European funded project aiming to develop an understanding of young people's cultural literacy in formal education through the teaching of dialogue and argumentation as a means to understand European identities and cultures. This was achieved by the creation and implementation of a cultural literacy learning programme where students responded to and produced multimodal texts reflecting European heritages with the promotion of tolerance, inclusion and empathy as core cultural literacy dispositions. The novelty of this project lied in the intersection of cultural literacy, multimodality, dialogue and argumentation, and through the use of face-to-face and online learning environments where students shared their perspectives as they attempted to make sense of Europe and its different cultures.

EUROVOTERS - Empowering critical young voters for a Europe of sustainable development and equality. (Dr. Hadjisoteriou)

Funded by the European Union, Project reference: 2019-1-CY01-KA201-058253

EURODIPLOMATS - Empowering children to act as cultural diplomats for a robust and resilient Europe'. (Dr. Hadjisoteriou)

Funded by the European Union, Project reference: 2020-1-CY01-KA227-SCH-082681

LIFE TWO – Learning Interculturality From Religions Towards Outreach Activities. (Dr. Hadjisoteriou)

Funded by the European Union, Project reference: 612220

TRIBES: Transnational Collaboration on Bullying, Migration and Integration at School Level (Dr. Hadjisoteriou)

Funded by COST – European Cooperation in Science and Technology. Project reference: Cost Action 18115

Measures for reinforcing the social and educational integration of children from third countries in Cyprus (Dr. Hadjisoteriou)

Development of distance-learning packages of training material for the programmes of 'Teacher Training for Reinforcing Greek-Language Acquisition and Multilingualism' in the context of the project 'Measures for reinforcing the social and educational integration of children from third countries in Cyprus' of the Pedagogical Institute of Cyprus and the Ministry of Education and Culture of Cyprus.

Civil society organizations and associations that promote a shared society - in Israel and in Cyprus. (Dr. Hadjisoteriou)

Funded by Robert Russell Foundation (R) by the research lab of the Center of the Advancement of Shared Society at Beit Berl College, Israel, 8000 Shekels.

Publications

Rapanta, Ch., Gonçalves, C., Pereira, J., Cascalheira, D., Gil B., Morais, R., Čermáková, A., Peck, J. Brummernhenrich, B., Jucks, R., Garcia-Milà, M., Miralda-Banda, A., Luna, J., Vrikki, M., Evagorou, M., & Macagno, V. (2021). Multicultural classroom discourse dataset on teachers' and students' dialogic empathy. *Data in Brief*, 39, <https://doi.org/10.1016/j.dib.2021.107518>

Rapanta, C., Vrikki, M. & Evagorou, M. (2021). Preparing Culturally Literate Students Through Dialogue and Argumentation: Rethinking Citizenship Education. *The Curriculum Journal*, 32 (3), 475-494. <https://doi.org/10.1002/curj.95>

Rapanta, C., Miralda-Balda, A., Garcia-Mila, M., Vrikki, M., Evagorou, M. & Macagno, F. (in review). Exploring factors affecting students' dialogicity in classroom settings: Educational level, social setting, and time of engagement in dialogic activities.

Solomou, E. & Hajisoteriou, C. (2019). Improving the School and Teaching in Culturally-Diverse Settings. A publication by the UNESCO Chair of the University of Nicosia. Zefyri: Diadrasi Publications. [In Greek]

Kourea, L., Lo, Y.-y., & Owens, T. (2016). Using parental input to blend cultural responsiveness and teaching of classroom expectations for at-risk Black kindergarteners in a SWPBS school. *Behavioral Disorders*, 41(4), 226-240.

Kourea, L., Brophy, A., Bunch-Crump, K., Lo, Y.-y., & Correa, V. I. (2015). School-family partnerships for culturally and linguistically diverse students with disabilities within the Schoolwide Positive Behavior Interventions and Supports system in the United States. *CAISE Review*, 3, 2-19.

Πέτρου, Α. (2020). *Φιλοσοφία ένα σχολείο ελευθερίας*. Εκδόσεις Ζήτηρος

Πέτρου, Α. & Χατζηβασίλη, Γ. (επιμέλεια, εισαγωγή και μετάφραση) (2022). *Η 'Σκέψη' στη Φιλοσοφία για Παιδιά: Διάλογος και Προοπτικές*. Αθήνα: εκδ. Διάδραση.

Rapanta, C., Miralda-Balda, A., Garcia-Mila, M., Vrikki, M., Evagorou, M. & Macagno, F. (in review). Exploring factors affecting students' dialogicity in classroom settings: Educational level, social setting, and time of engagement in dialogic activities.

Research addressing Early Childhood Educators

Research targeting pre-service Early Childhood Educators

Research in this area investigates how kindergarten pre-service teachers: a) develop their pedagogical practices when teaching science and b) learn to engage students in STEM education.

Research projects

SEinHE: Developing Social Entrepreneurial Skills in Higher Education (Dr. Hadjisoteriou)
Funded by the European Union, Project reference: 2020-1-LT01-KA203-078013

STEP UP-DC Student Teachers' Practice for Democratic Culture (Dr. Hadjisoteriou)
Funded by the European Union, 283,471 euro. Project reference: 2019-1-EL01-KA203-062449

Publications

Demetriou, K. & Nikiforidou, Z. (2019). The relational space of educational technology: Early childhood students' views. *Global Studies of Childhood*, 9(4), 290–305.

Evagorou M. & Dillon J. (2020) Introduction: Socio-scientific Issues as Promoting Responsible Citizenship and the Relevance of Science. In: Evagorou M., Nielsen J., Dillon J. (Eds) *Science Teacher Education for Responsible Citizenship. Contemporary Trends and Issues in Science Education*, vol 52. Springer, Cham. https://doi.org/10.1007/978-3-030-40229-7_1

Evagorou, M. (2021). Promoting scientific practices in the post-COVID era, responsible citizenship and the relevance of science. 1^{er} Congreso Internacional sobre Education Cientifica y Problemas Relevantes para la Ciudadania, 16-19.

Puig, B. & Evagorou, M. (in print). Using COVID-19 as a context and an opportunity to promote critical thinking and argumentation to university students. *Integrated Science Series*, Springer Nature.

Ph D Thesis

A PhD candidate (P.T.) under the supervision of Dr. M. Evagorou is working on exploring how kindergarten school teachers' understand and develop integrated STEM activities. Data for this thesis have been collected in two stages: (a) from the Science Methods for Kindergarten course in which the pre-service teachers engaged in integrated STEM activities and designed activities for kindergarten students, and (b) during the school practicum in which the pre-service teachers were placed in kindergartens.

Research targeting in-service Early Childhood Educators

Research in this area investigates: a) how early childhood educators develop their questioning practices, as a tool to engage their students in cultural literacy learning, b) intercultural professional development, and c) how inspiring innovation and social change can be promoted through valuable technology empowered tools developed for the needs of Early Childhood settings (projects coordinated by CARDET).

Funded projects

DIALLS Dialogue and Argumentation for cultural Literacy Learning in Schools (2018-2021) (Horizon 2020/ EU funded), Agreement number 770045, Budget: 4,4 million. The DIALLS project also provided comprehensive guidance for the development of cultural literacy in schools through the creation and evaluation of a scale of progression for cultural literacy learning as manifested in students' interactions and produced artefacts. The Cyprus team, developed innovative teaching and assessment tools which guided kindergarten teachers in their development of a dialogic pedagogy for cultural literacy in Europe. Kindergarten teachers who participated in the professional development programme that was designed and tailored to the local context of Cyprus had interesting, challenging and constructive experiences as documented in the DIALLS website (<https://dialls2020.eu/what-teachers-say-about-dialls/>).

Intercultural Professional Development in Hospitality (Proposal co-author and partner) *Funded by the European Union, 306,305 euro. Project reference: 2021-1-IE01-KA220-VET-000033351*

Research projects coordinated by CARDET (Center for the Advancement of Research & Development in Educational Technology)

SIA-ProD – An innovative Self-Improvement Approach for the Professional Development of Early Educators

The project SIA-ProD aims to provide to practitioners with the methodology and the instruments for self-evaluation and self-improvement at a 'low cost' way. By implementing the DCM method in Early Childhood Education and Care (ECEC), the project developed a self-assessment tool and a self-improvement educational package to investigate and in turn to support the way early childhood educators promote physical activities in their classroom.

POLYGLOT – Multilingual education in preschool age

This project mainly addresses educators in pre-school institutions, and bi-/multilingual children and their parents. The project developed a methodology and instructional tools helping educators and parents to use web-based Open Education Resources (OER) for bilingual education in pre-school.

MEET – Metacognitive Educational Training

The MEET project aims at filling in the existing gap in relation to approaching early childhood education using a transversal approach. The project aimed to create an effective and operational tool in order to implement innovative and effective educational practices at local, national and European level. MEET is based on the concept of the “Disabilities for Ability” approach, where experiences and good practices could contribute in enhancing skills and competences in contexts of Special Educational needs.

ProW – Promoting Teachers Wellbeing through Positive Behaviour Support in Early Childhood Education ()

This is a policy experimentation project aiming to develop evidence-based policies and practices to enhance the teaching profession and elevate teachers’ careers and capacities in Early Childhood Education and Care (ECEC) settings.

RESILIENT PRESCHOOLS

The project focuses on building the capacity of preschool teachers in order to foster to pre-school children psychological resilience and safe proof their overall wellbeing.

DEHORS – DEveloping innovative learning contexts in pre-schHools’ OutdooR Spaces

DEHORS aims to improve pre-school quality by developing and enhancing knowledge about the design and planning of stimulating learning environments outdoors.

PBS-ECEC–Implementing Positive Behavior support in Early Childhood Education and Care

PBS-ECEC aims to effectively address behavior problems from the very early years of children’s education, by building learners’ socioemotional competence to learn in a socially inclusive environment.

Publications

Bariffe, C., & Pittas, E. (2021). Early childhood teachers’ beliefs and practices about the inclusion of children with Autism in Jamaica: An exploration study. *International Journal of Special Education*, 36(2), 66-77. doi.org/10.52291/ijse.2021.36.19

Chatzigeorgiadou, S. & Barouta, A. (2021). General and Special Early Childhood Educators’ Attitudes Towards Co-teaching as a Means for Inclusive Practice. *Early Childhood Education Journal*.

Fella, A., & Kourea, L. (2020). Supporting in-service kindergarten teachers for an effective online early literacy instruction. In R. E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski & C. Mouza (Eds.), *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. (pp.699-704). Association for the Advancement of Computing in Education (AACE).

Hofmann, R., Vrikki, M. & Evagorou, M. (2021) Engaging teachers in dialogic teaching as a way to promote cultural literacy learning: A reflection on teacher professional development in Maine, F. & Vrikki, M. (Eds). *Dialogue for intercultural understanding: Placing Cultural Literacy at the heart of learning*. Springer: Cham.

Karousiou, C., Vrikki, M. & Evagorou, M., (in review). Teachers' positioning and sense of professionalism over the implementation of cultural literacy as a dialogic and argumentative practice.

Maine, F. & Vrikki, M. (Eds.) (2021). *Dialogue for intercultural understanding: Placing Cultural Literacy at the heart of learning*. Springer: Cham.

Vrikki, M. & Evagorou, M. (in review) An analysis of teacher questioning practices during dialogic and argumentative lessons.

Ph D Thesis

The online learning community as a mean of interaction and professional development of pre-primary education teachers. (S.Y., Spring, 2020, under the supervision of Dr. M. Evagorou).

The purpose of the dissertation was to study the formation of a virtual Community of Learners consisting Pre-Primary Education Teachers and to propose a model of operation for such a community. Research identified the factors that support the formation of the virtual community, as well as views of kindergarten teachers about the impact of their participation in the virtual community.

Conference

Pancyprian Conference of Children's Literature - Andersen and ALMA Awards:

«Λογοτεχνικές Δημιουργίες, Διδακτικές Ευκαιρίες», (May 7, 2022)

Conference on Children's Literature organized by the Department of Education of the University of Nicosia, the Pedagogical Institute of Cyprus and the Cyprus Board on Books for Young People. The conference focused on the works by the writers from Cyprus and Greece who were nominated for the Andersen and Alma Awards. It was addressed to teachers of pre-primary and primary education. The conference consisted of two parts: the theoretical one, where academics analysed the works of the writers and the second part, where the writers, based on their books, delivered workshops on creative writing. The workshop for the pre-primary teachers was offered by Argyro Pipini.