BOOK OF ABSTRACTS

1ST

INTERNATIONAL HIGHER EDUCATION PEDAGOGY CONFERENCE

DEVELOPING ACADEMICS' PEDAGOGICAL ACUITY

15-17 SEPTEMBER 2023
UNIVERSITY OF CRETE, RETHYMNON CAMPUS

ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ
UNIVERSITY OF CRETE

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

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TRAINING OF THE TRAINERS

Book of abstracts

International Higher Education and Faculty Development Conference Programme "Developing Faculty members' Pedagogical Acuity"

CTL_TOTT Crete, University of Crete, 15-17 September 2023

Edited by Kallia katsampoxaki-Hodgetts and Ifigeneia Xaidara (2023)

Cover and graphics: acidportitz Ioannis Chronis

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WELCOME

Dear Conference Delegates/ Dear Colleagues,

Welcome to the 1st International Higher Education pedagogy and Faculty Development conference **"Developing Faculty members' Pedagogical Acuity"** at the University of Crete!

As you can see in the Table of Contents, the abstracts in this book are not in alphabetical order; they are presented in cohorts following the programme. Before individual abstracts, you will be able to see the presentations in the programme for each day. Short presenter bionotes follow each abstract.

Please make sure you save it to your devices for a quick reference. This book will only be available online on our [conference website](#) with the programme.

At the end of the conference, please remember to complete our evaluation form on our website. Thank you for attending and presenting with us!

The Conference President

Eleni Katsarou

FRIDAY Programme

International Higher Education and Faculty Development Conference Programme
"Developing Faculty members' Pedagogical Acuity"
CTL_TOTT Crete 2023, University of Crete, 15-17 September 2023

Friday, 15th September 2023

17.00-17.30	Welcome [**Venue:** City Conservatory Room Prevelakis, Vernadou 2, Réthymno, Greece]

Lect.Theatre A

17.30	*Opening by Rector and Vice rector of University of Crete* *Welcome speech by Dean of School of Education, Ioannis Spandidakis* *Welcome speech by Scientific Supervisor of Teaching and learning centre; TotT, Eleni Katsarou*
18..00-18.35	**Keynote Speaker** Meeri Hellstén,International and Comparative Education Stockholm University, Sweden **International and comparative insights on HETL: collaborative faculty development dimensions**
18.35-18.45	Q&A session /Follow -up Discussion
18.45-19.20	**Keynote Speaker** Elena Marin, University of Bucharest **Support structures and strategies for developing inclusive student-centred practices in universities**
19.20-19.30	Q&A session /Follow -up Discussion
19.30-20.05	**Keynote Speaker** Kallia Katsampoxaki-Hodgetts, University of Crete **Developing Academics' Pedagogical Acuity: focusing on sustainable processes, not just delivery of new input**
20.05-20.15	Q&A session /Follow- up Discussion
20.15-20.30	***Meet SEDA (*Staff and Educational Development Association)**, *UK* *On accreditation and micro-credentials* *René Schegg MA, MPA IDHEP, Universität St.Gallen, Switzerland*
20.45	Welcome Treat!

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Meeri Hellstén, Professor
International and Comparative Education
Stockholm University

International and comparative insights on HETL: collaborative faculty development dimensions

KEYNOTE: International and comparative insights on HETL: collaborative faculty development dimensions

Meeri Hellstén

Professor, International and Comparative Education
Stockholm University

A value base in the field of higher education pedagogy is known for combining the scholarship of teaching and learning (SoTL) seamlessly with everyday diverse academic engagements. This aligns with the European policy directives (2022) on maintaining good quality curricular delivery to provide student equity and educational access in an increasingly volatile social institution. Such policies however, do not clearly align with what is observed (i.e. in the academic capacity) to cater for diverse student needs. Regardless of educational good-will, many didactic practices remain ill-defined and unknown, particularly in terms of benchmarking and assessment of student achievements across the curricular spectrum. Academic developers have raised concerns on the need for a concerted transnational effort in cultivating learning and teaching environments grounded in transformational inclusive knowledge principles and which are responsive to different student needs.

This presentation opens an opportunity for setting the stage for knowledge co-creation within emerging inclusive communities of HETL within Europe. It defines common conceptions of equity and quality in higher education, then broadens current discourse on the axiology of inclusion in a comparative European dimension. The focus is on comparing exemplars of collective responsibility in humanising good student-centred teaching and the value-based logic of transparency about imagined learning alternatives. Reflections are drawn from an ongoing EU Erasmus Plus (2021-2024) funded consortium study involving transformation of the European discourse on inclusivity across higher education institutions. The paper concludes with raising questions about inclusivity and the axiological dimensions of values, identities, and a discourse of transformation in higher education.

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BIO. Meeri Hellstén is Professor in **I**nternational and **C**omparative **E**ducation at the Department of Education, Stockholm University where she chairs the funded research group *ICER* in her field. Meeri's research takes an interest in international higher education from a comparative perspective on pedagogy, policy and practice. She has published on the topic of internationalising higher education, quality and equity and is particularly interested in professionalisation among international scholars, and the ways in which it influences intercultural transformation and transdisciplinary knowledge creation. She partners, among other things, in two externally funded development projects exploring sustainable internationalization (NORDPATH) and inclusive higher education (COALITION) as well as a pilot project on alternatives to assessment. Meeri teaches on the Doctoral Program, the Master's Program in International and Comparative Education and in the Higher Education Teaching and Learning centre (CeUL), focusing on international pedagogy where she also chairs the University Network on Internationalisation. She provides service to many aligned research networks and journals and is currently Vice-President of the Nordic CIES (NOCIES).

Dr. Elena Marin
Faculty of Psychology and Educational Sciences
University of Bucharest

Support structures and strategies for developing inclusive student-centred practices in universities

KEYNOTE Support structures and strategies for developing inclusive student-centered practices in universities

Elena Marin

Faculty of Psychology and Educational Sciences, University of Bucharest

Abstract. Universities have a responsibility to ensure that all students, regardless of their background or circumstances, are given the opportunity to succeed (Crimmins, 2022). In this regard several initiatives were developed such as the creation of a EHEA space that aims at making higher education equally accessible for all students, and puts an emphasis on the need for adequate conditions so that students could finish their studies regardless of their social and economic background. During the London communiqué in 2007 (European Ministers of Higher Education, 2007) the social dimension was once more reiterated by empowering higher education institutions to provide support structures and strategies for developing inclusive student-centered practices in universities that should have a greater impact on fostering social cohesion and trying to reduce whatever inequalities students may encounter during their studies. In the light of such aspirations, universities can create and implement programs and initiatives that promote diversity and inclusion, such as workshops and training for faculty and staff, diversity recruitment efforts, and student organisations (Grapin, & Pereiras, 2019). Nevertheless, universities can provide accommodations and resources to ensure that all students have equal access to education, benefit from retention programs and follow up programs that can ensure a more fluid insertion to the labour market. This can include accessible buildings, assistive technology (Perelmutter, et al., 2017), mental health support services (Pedrelli, et al., 2015), providing financial support (Millea, et al., 2018) to help students who come from low-income families or who are struggling financially such as scholarships, grants, and emergency funds. Overall, universities should take a proactive approach to promoting inclusion, and recognize that developing an inclusive higher education environment is an ongoing process.

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BIO. Elena Marin is senior lecturer at the Faculty of Psychology and Educational Sciences, University of Bucharest. She is in charge of several courses such as Inclusive education, Learning and Cognition and Instructional Theories. Her main research focus is on inclusive education, initial teacher training system and the social dimension of higher education. She has published several articles and a book on the topic of inclusive education and is particularly interested in analysing how the initial teacher training systems are managing to respond to future teachers' needs to face inclusion in the classroom. Moreover, the interest spreads across higher education systems with an interest in pinpointing ways universities can become more accessible and inclusive. She partners in several Erasmus+ funded projects exploring inclusive education (COALITION and Co-Creating inclusive school communities, Oriental 4VET), as well as providing services as external evaluator for different national calls.

Dr. Kallia Katsampoxaki-Hodgetts
Coordinator of Teaching and Learning Centre
University of Crete

Developing Academics' Pedagogical Acuity: focusing on sustainable processes, not just delivery of new input

KEYNOTE Developing Academics' Pedagogical Acuity: focusing on sustainable processes, not just delivery of 'new' input

Kallia Katsampoxaki-Hodgetts,

Coordinator of Teaching and Learning Centre, University of Crete

Abstract. Faculty Development constitutes a strategic goal of almost all Universities throughout the world. Various approaches have been embraced as government and policy makers exert pressure on universities to implement targeted top down training activities. However, despite the top-down systems, there is a yawning gap between teaching practices and policies as little attention has been given to faculty development (FD) that takes into account academics' pedagogical acuity. An intentional shift in paradigm, one that drives FD from top down policies to bottom up initiatives and from theory to practice is necessary so as to ensure a rigorous integration of FD key principles. With this shift in mind and in an attempt to delineate academics' preparedness and comprehensive understanding of emerging needs in terms of their own pedagogical and intercultural acuity as well as overall readiness to embrace inclusive and student centred pedagogies ISCP, ten leading faculty developers in European Universities were interviewed about their current FD schemata and practices, as well as future trajectories regarding focusing on content vs focusing on process. Faculty developers put emphasis on the need to implement adequate schemes for pedagogical development that empower academics to teach in ISCP programmes with confidence; although they pinpointed specific needs regarding sociocultural, affective and pedagogical challenges that academics need to address, they stressed the need for a shift towards more sustainable FD processes so that academics can become self-regulated, autonomous learners themselves and agile to diverse or ambiguous contextual ISCP realities.

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BIO. Dr Katsampoxaki-Hodgetts was one of the main contributors to the successful proposal of Erasmus plus Higher Education project COALITION (Coaching Academic as Learners in Inclusive Optimal Networks) coordinated by Leiden University, the Netherlands. She is also an active member of the Innovation Steering Committee of the European Alliance INGENIUM for the University of Crete. Both projects aim at providing sustainable systems of enacting inclusive pedagogies in Higher Education and facilitate inclusive systems within a holistic framework that cater to needs of all students. Dr Katsampoxaki-Hodgetts is the coordinator of Teaching and Learning Centre TOTT of the University of Crete since 2019 and is involved in inclusive Faculty Development Processes such as peer-coaching, action research and peer-observation as developmental tools (2021). She has given many Higher Education Pedagogy and Faculty Development workshops, seminars and lectures on constructive alignment of curriculum with inclusive student centred pedagogies and processes and active learning. Her research evolves around teaching methodologies of digital genres and multimodality in multilingual teaching contexts in all levels of education.

Saturday 16/09/23 Programme

Saturday 16th September 2023	
8.30- 9.00	Welcome & Registrations outside Delta Δ7 Lecture theatre, UOC [**Venue:** Rethymnon Campus, University of Crete]
Plenary 9.00-9.45 Δ7	Keynote Speaker **Helena Reierstam,** *Stockholm University* **Comparability in an era of diversity and inclusion: Consequences for teachers' assessment practices and student outcomes**
Plenary 9.45-10.30 Δ7	Keynote Speaker **Gabriela Pleschová,** *Comenius University in Bratislava* **Striving to change the way students learn at an institution through peer learning**
10.30-11.00	*Coffee, Biscuits & Cakes*
10.50-11.10	***Saturday Poster Session Lecture Theatre Δ7*** Enhancing response rates of Student Evaluation of Teaching (SET). An empirical survey in Greek universities Maria Bakatsaki, Technical University of Crete, School of Production Engineering and Management, Chania Sciences' students attitudes toward teaching approaches through arts: A case study. Spanaki Eirini, University of Crete The effects of earthquake events on the perspective of visitors on the topic of natural disasters – The Natural History Museum of Crete case. Panagiotis Georgantis, Anastasia Pratikaki, Charalampos Fassoulas, University of Crete Scientists' Needs And Practices When Communicating Scientific Issues Beyond The Academy Athanasia Kokolaki and Dimitris Stavrou, University of Crete

Dr. Gabriella Pleschová
Director of the Centre for Scholarship and Teaching
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Striving to change the way students learn at an
institution through supporting peer learning

KEYNOTE Striving to change the way students learn through engaging them in peer learning

Gabriela Pleschová, Comenius University Bratislava gabriela.pleschova@uniba.sk

Abstract. This keynote presentation is going to examine peer learning, an instructional activity designed by teachers to achieve an educational goal by engaging students in sharing their own knowledge, ideas and experiences (Boud, 2002; O'Donnell and King, 1999). I will share the experience from facilitating a two-year SEDA accredited educational development programme Effective teaching for internationalisation, which encouraged participants teachers to introduce peer learning into their courses. Each programme participant had a coach from among the programme facilitators who was to help them to design the innovation and reflect on student learning outcomes. One class session was recorded from a sample of course participants (n=15) in an effort to explore if teachers introduced peer learning and how peer learning has been used in the course. Sources of data moreover included post-session interviews with teachers and some of their students. In this presentation, I will discuss if teachers succeeded in creating peer learning opportunities for students and what characterised student interactions. I will conclude by suggesting how can programme leaders encourage and support teachers to change the established ways of student learning. The presentation is intended to be interactive: building upon participant experience with helping teachers to enhance their pedagogical thinking and practice. It will also refer to the open-access portal and book Internationalising Teaching in Higher Education. Supporting Peer Learning, which contain scholarship of teaching and learning (SoTL) studies of the programme graduates.

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Internationalising Teaching in Higher Education. Supporting Peer Learning. An open-access portal: www.impactportal.eu

BIO. Gabriela Pleschová leads the Centre for Scholarship and Teaching in the Faculty of Arts at Comenius University in Bratislava where she also serves as an associate professor in the Department of Pedagogical Sciences and Andragogy. She is a graduate of Oxford University (2012, MSc. in Education) and the co-editor of the books Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends (Routledge, 2013), Early Career Academics' Reflections on Learning to Teach in Central Europe (SEDA, 2018) and Internationalising Teaching in Higher Education. Supporting Peer Learning (TU Delft, 2022). Her research interests include scholarship of teaching and learning, mentoring, student-centred learning, internationalisation, pedagogical conversations and issues of trust in higher education. Gabriela is the member of the Council of the International Consortium for Educational Development (ICED). In 2019, she was awarded a Principal Fellowship from the AdvanceHE.

Dr. Helena Reierstam
Stockholm University

Comparability in an era of diversity and inclusion; Consequences for teachers' assessment practices and student outcomes

Comparability in an era of diversity and inclusion - Consequences for teachers' assessment practices and student outcomes

KEYNOTE Helena Reierstam, Stockholm University

Abstract. The number of students in higher education with special needs has increased (Kauffman et al., 2023), calling for more attention to inclusive student-centered pedagogies (Katsampoxaki-Hodgetts, 2022). In a time of growing diversity questions arise in relation to fairness, relevance and comparability in what curricula offers and in assessment outcomes (Stobart, 2005). As we have welcomed an era when higher education is open for new groups of students, the question is to what extent course content is made accessible to all. Heterogeneous student backgrounds places new demands on teachers in higher education to be more flexible and accommodating, using learning analytics to influence their teaching design. For educational outcomes and assessment results to be comparable, fair and relevant, this is calling for a new holistic approach, where "squinting" becomes necessary, forcing teachers to consider both student needs and society's needs in order to provide equitable and relevant higher education and assessment outcomes. I aim at presenting a tool where experiences from Universal Design for Learning (UDL) (Rose & Meyer, 2002), second language acquisition (SLA) and assessment validity theory merge and serve as a theoretical framework when equipping teachers for inclusive assessment strategies. By joining the flexibility of UDL and SLA pedagogy with the structure of the extended alignment model (Reierstam, 2020) teachers are encouraged to design courses that meet student needs without lowering the bar on education standards as diversity meets comparability (Reierstam & Hellsten, 2021).

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BIO Dr Helena Reierstam is a senior lecturer at the Department of Education at Stockholm University in Sweden. Her research focuses on educational assessment in multilingual educational contexts, language across the curriculum, academic literacy and inclusive pedagogies. She is part of a local research group on comparative international education and has a background as a language teacher in Sweden and the US. She is part of the Center for the Advancement of University teaching (CeUL) at Stockholm university where she gives workshops on assessment and curriculum design and teaches university teaching courses and a module course on inclusive teaching. She is involved in teacher education and courses on assessment, leadership and communication as well as a course on language and education in the international master program. She is part of a national network for assessment in higher education and has experience from working as a director of education at the National Agency for Education where she was responsible for the national high stakes' tests in foreign languages. During her time at the Agency she was responsible for a government assignment in setting up a national test development framework for all the national high stakes tests. Currently she is part of an Erasmus + project on inclusive pedagogies, COALITION, a joint project between six EU countries. Her publications include the research monograph *Assessment in Multilingual Schools. A comparative mixed method study of teachers' assessment beliefs and practices among language learners – CLIL and migrant students* and book chapters and articles such as *Assessment in CLIL* (Multilingual Matters, co-author Liss Kerstin Sylvén) and *Linguistic diversity and comparability in educational assessment* (Intech Open, co-author Meeri Hellsten). She currently has two articles/chapters for review covering different aspects on assessment and language policy in content and language integrated learning, CLIL, and is working on an article on students with disabilities' experiences of digital online learning.

Saturday Poster sessions

POSTER

Enhancing response rates of Student Evaluation of Teaching (SET). An empirical survey in Greek universities

Maria Bakatsaki

Technical University of Crete, School of Production Engineering and Management, University Campus, Kounoupidiana, 73100 Chania, Greece

Abstract. Student Evaluation of Teaching (SET), which are questionnaires distributed to students for course evaluation, are among the most logical tools, since students are the direct recipients of teaching (McKeachie, 1997; Kwan, 1999). They are considered one of the most common tools for evaluating the educational process and cultivating the Quality Culture in universities (Sursock, 2011). Moreover, they could become one of the best mechanism for increasing students' engagement with their studies and the academic community (Surscock, 2015), because students need to be heard to increase their sense of belonging to the academic community. Low response rates in SETs and low attendance in class are two of the main problems of the Greek reality in universities (ADIP, 2017). What do students think about SETs? What type do they prefer (electronic or paper)? What are the reasons of low response rates and what measures do they suggest enhancing SET response rates? These and many more related questions to teaching evaluation were answered by 754 students from different Greek universities in a hybrid qualitative survey (electronic and paper questionnaires) conducted in a period before COVID-19 (2017-2018) for the needs of a doctoral dissertation (Bakatsaki, 2018). Another aim of the research was to examine the validity and honesty of the students' responses. The most notable result of the survey was that 82.7% of the students were sincere in their replies and were willing to provide ample information. Response validation was achieved by cross checking their answers to the question "how often do you reply SETs incomplete or insincere" with the use of instructional manipulation checks and some other checking "tricks".

Keywords: *student evaluation of teaching, quality education*

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Dr. Maria Bakatsaki is Laboratory Teaching and Research Staff (EDIP) in the School of Production Engineering and Management at the Technical University of Crete (TUC) in Greece since 2009. From 1993 until 2009 she was working at TUC as administrative staff. She graduated from the School of Production Engineering and Management at Technical University of Crete in 1992. She holds a M.Sc. Degree from the School of Production Engineering and Management (PEM) of TUC since 1999, and a Ph.D. Degree from PEM TUC since 2018. During her Ph.D., which was entitled "Development of an effective implementation framework for the assessment of the educational process in Higher Education", she focused on student success, experiential learning and contemporary teaching methods. Her main research interests are Management of Business Processes, Human Resource Management, Organizational Behaviour, Work Psychology, Motivation and Change Theories, Innovation and Entrepreneurship and Quality in Education. Her recent research is focusing on Work-Life Balance, Eco-Intelligence, Sustainability Leadership and generally the soft side of Sustainability and Responsible Consumption & Production. ORCID ID: 0000-0001-7614-9002, Research Gate: https://www.researchgate.net/profile/Maria-Bakatsaki

POSTER

Sciences' students attitudes toward teaching approaches through arts: A case study.

Spanaki Eirini

1School of Science and Engineering, University of Crete, GR70013, Iraklion, Crete, Greece.

The aim of this case-study was to investigate the attitudes of Sciences' students regarding the transformation of scientific knowledge to school knowledge through aesthetic experience. The study was implemented within the Teaching Certificate course of the School of Science and Engineering, of the University of Crete. 42 students from the Departments of Biology, Physics, Chemistry, Mathematics and CSD were divided to groups according to their discipline and participated to experiential workshops, based on the theory of transformative learning. A three-hour workshop was implemented with visual arts materials (various cardboard, paints, glues, etc.) in order a topic from Secondary Education curriculum to be transformed into aesthetic construction. The participants presented their final work to the groups in a subsequent three-hour session. Qualitative data was collected through 11 semi-structured interviews by groups' representatives.

Participants confirmed that, although at the beginning workshop seemed a difficult task, peers' ideas, positive feelings and cooperation disposition motivated them to implement it. They were fascinated by the alternative way of teaching and they were inspired to incorporate activities, through arts, in their future teaching career. They experienced interest, excitement, calm and fun and   they confirmed the importance of workshops through arts for their active learning as well as their training for being school teachers in the future. This study confirmed transformative learning theory's impact on the participants, as they developed an organized learning through social interaction and evaluated the importance of integrating Arts in Sciences' teaching process .

Key words: *Transformative learning, Science Education, aesthetic experience Secondary education.*

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BIO. Eirini Spanaki is Laboratory and Teaching Staff of University of Crete, teaching on the field of Special Education and Interculturality. She has Master of Science of Biology of Exercise, also Master of Science of Theory, Assessment and Practice of Teaching and PhD. in Special Education (University of Patras). Previously, she served as member of scientific staff of Center of Diagnosis, Assessment and Support of children with Special Educational Needs of Heraklion, Crete. She has a writing activity, monograph, chapters in books, minutes in Special and General Education conferences. She has published in Greek and foreign language magazines focusing interventional programs on children 's with or without special needs cognitive, psychomotor and social – emotional dexterities. At the same time, she has participated in training programs for teachers for a number of years as a trainer and has participated in research programs of the Ministry of Education.

POSTER

The effects of earthquake events on the perspective of visitors on the topic of natural disasters – The Natural History Museum of Crete case.

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Abstract. Although crucial for the evolution of complex terrestrial life on Earth, earthquakes can be destructive natural disasters. The impact of an earthquake can be reduced though, if people are informed about the actions they have to take before, during, or after such an event. We haven't been able to predict earthquakes yet, so proper training and raising public awareness are the best strategies to diminish their effects. Earthquake drills and simulations are a popular approach to educating the public and especially children. "Riding out an earthquake simulator is an experience that the best science textbook cannot rival".

This study aims to demonstrate methods used to educate school groups about earthquakes in the Natural History Museum of Crete – University of Crete and to investigate the thoughts and feelings of visitors about this intense natural event. Does the experience of a real earthquake affect the perspective of visitors? How prepared do they feel? Do they believe that the simulation can help them act in a more orthological manner in such a situation? The answers to these questions have been examined through questionnaires handed to visitors of the museum. The questions have been adjusted to the age of the participants. Additional research has been carried out to distinguish differences in the perspective between children and adults, local and foreign visitors, people who live in tectonic countries or not.

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BIO. Panagiotis Georgantis is a biologist with an MSc degree in Environmental Biology and Management of Ecological Resources. Since 2008, he works at the exhibition halls of the Natural History Museum of Crete – University of Crete (Iraklion - Greece), as a museum educator and producer of educational programmes. For the period 2019-2022, he worked as an explainer and senior explainer at the Science Museum (London - UK). In his spare time, he likes hiking, playing theatre, and chess. He is a founding member of the Greek Malacological Society. He has a keen interest in game-based learning, experiential learning, community outreach, and in the use of new technologies in education.

BIO. Dr **Anastasia Pratikaki** holds a Bachelor degree in Modern Greek Literature, an MSc in Social Sciences Research Methods and a PhD in Developmental Psychology . She was in service teacher for 12 years in Secondary Education. Since 2017, she has been Laboratory teaching staff at the School of Science and Engineering-UoC. She was actively participated in Certificate's establishment for didactic and pedagogical purposes. She is lecturing undergraduate and graduate students the modules: "Educational Psychology", Psychology of Adolescence, "Basic aspects of Pedagogics" and she was supervising undergraduate students on teaching practice in classroom for three years. She is also Certified Educator on Adults' Education and Lifelong Learning (2016-National Organization for the Certification of Qualification & Vocational Guidance) and she has served as an assistant manager of 2o Vocational Training Institute of Heraklion for almost two years. She is participating in Erasmus + International mobility KA 107 programs and she has 8 scientific publications in Greek and International journals.

Poster

Scientists' needs and practices when communicating Scientific issues beyond the academy

Athanasia Kokolaki and *Dimitris Stavrou*

University of Crete

In recent years, the wide range of societal issues that have a scientific component such as public health, climate change, energy choices, sustainability, food security, etc. reveal the need for better public understanding and engagement with science in order people to make informed and evidence – based decisions. Thus, scientists, faculty members, and science communicators need to develop science communication skills in order to make science and research accessible to non-scientific audiences and to inspire action. However, scientists and faculty members working within European universities at least, do not typically receive any institutional training to communicate scientific issues to the public. Based on the above, the present study investigates the most common science communication practices employed by the scientists when communicating scientific issues beyond the academy as well as their needs in order to implement more effective public science communication strategies. The study took place in the context of the European Erasmus Plus project "STAGE" which aims at equipping scientists and science communicators with skills and knowledge necessary to increase the public engagement in science. Fourteen scientists and early career researchers from three Greek research institutes (Forth, Demokritos & ippl) participated in the study. Data were collected through an open – ended questionnaire. The results reveal that scientists tend to participate in diverse science communication activities and to employ a variety of science communication practices while insights into the content and the structure of future professional development training programs regarding science communication are provided.

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BIO. Dimitris Stavrou is Professor of Science Education at the Department of Primary Education, University of Crete, Greece. He is the Director of the Science Teaching Laboratory in this Department. He has graduated the Chemistry Department at the National and Kapodistrian University of Athens and continued his Ph.D. studies in the Leibniz-Institute for Science Education and Mathematics (IPN), University of Kiel, Germany. He was or is the principal investigator from the University of Crete in the FP7 Framework EU-Project "IRRESISTIBLE" (2013–2016) and the Erasmus+ KA2 projects "IDENTITIES", "STEM-DIGITALIS", DIGITLAL STEM LABS and "STAGE" (2019 – 2023). He was also the President of the Hellenic Association for Science Education and Information Communication Technologies (ENEPHET) (2015–2017). His research interests include the Educational Reconstruction of modern science topics (Climate Change, Nanotechnology, Nonlinear Systems, Quantum Mechanics), Pre- and in-service teacher training in Physics and Chemistry Education (in school & out of school learning environments), Digital Technologies in Science Education, STEM Education and Socioscientific Issues in Science Education.

BIO. Athanasia Kokolaki is a postdoctoral researcher in the Erasmus Plus project "STAGE" at the Science Teaching Laboratory, Department of Primary Education, University of Crete. Her research interests include the integration of socioscientific issues in science courses, pre and in service teacher education as well as science communication and public engagement with science. She has recently completed her PhD in the Department of Primary Education, University of Crete, and received scholarship for her PhD studies from the Hellenic Foundation for Research and Innovation. She has also worked as a researcher in the Erasmus plus projects "IDENTITIES", "DIGITAL STEM LABS" and "STEM DIGITALIS".

Saturday parallel sessions

	Session A Delta Δ7 Lecture theatre *Symposium: From Needs Analysis to Academic Development MOOC cycle: The University of Crete TOTT Case* Session *Chair Chrisi Boughey, Rhodes University, South Africa*	Session B Room B1-15 *'Active learning/Student Engagement'* Session Chair: Dean Ioannis Spantidakis,	Session C Room B1-26 *Atypical and informal Learning Environments* Session Chair: Sofia Trouli, University of Crete
11.10-11.25	**Teaching at the University of Crete: identifying faculty's competences and needs through a questionnaire** *Dr. Kostis Sipitanos, University of Crete*	**Role Playing and its Effects in a First Semester Computer Programming Course** Spanoudakis Nikolaos[1], Krassadaki Evangelia[2] Technical University of Crete, Chania	**Designing a Museum Education Course at the University of Crete: towards a more collaborative environment of learning.** Sofia Trouli, Ass.Professor Museum Education, University of Crete
11.30-11.45	**Useful insights from Interviews regarding Academics' competencies and recommendations about higher education teaching and learning** *Prof. Eleni Katsarou & Georgia Vavouraki, M.A. student, University of Crete*	**Metacognition and Pedagogical Agents Scaffolding in Interactive Learning Environments** Aristea Mavrogianni, PhD, Principal of General Lyceum Eleni Vasilaki, Assoc. Professor of Psychology, Dept. of Primary Education, School of Education, University of Crete	**Science Students' Beliefs And Expectations Towards Informal Learning Environments: A Case Study** Anastasia Pratikaki, University of Crete
11.50-12.10	**Critical insights from faculty evaluation of online reflective participatory academic development course (MOOC pilot)** *Dr Katsampoxaki-Hodgetts, University of Crete*	**Combining collaborative learning and project-based learning in higher education: Does working in teams make a difference?** Spantidakis Ioannis, Professor, Department of Primary Education, University of Crete Gaki Irini, PhD Candidate, Department of Primary Education, University of Crete	**Virtual Educational Pathways bridging formal and informal science teaching and learning.** Iasmi Stathi, Angelos Alexopoulos, Anna Alander5, Marco Berni, Elena Fani3, Carmen Gagliardi, Ari Laakso, Athanasia Margetousaki, Hannu Salmi, Sofia Sasopoulou, Sofoklis Sotiriou, Pontus Thunblad. *ERASMUS+ Project "Virtual Pathways: Reinforcing School-Museum Cooperation in COVID19 Times"*

Session A Symposium

Session A Symposium: From Needs Analysis to Academic Development MOOC training cycle: The University of Crete TOTT Case

Part 1 Needs Analysis: identifying academics' competences in terms of student-centred learning, inclusion, digital readiness and equity, students as equal partners, curriculum development, teaching and research nexus and formative assessment. Needs analysis through a questionnaire

Dr. Kostis Sipitanos, Kallia Katsampoxaki-Hodgetts, Prof. Eleni Katsarou

Part 2 Useful insights from Interviews regarding Academics' competencies and recommendations about higher education teaching and learning

Prof. Eleni Katsarou & Georgia Vavouraki, M.A. student, University of Crete

Part 3 Critical insights from faculty evaluation of online reflective participatory academic development course

Dr Katsampoxaki-Hodgetts

Abstract. Following Covid 19 pandemic, challenges ought to be addressed in higher education (HE) (EU Commission Directorate, 2021) included the rapid digitalisation of education, the expression of often muted or suppressed voices and the improvement of teaching methodologies. This enhanced our awareness that some face-to-face teaching models may not be appropriate as certain groups of students may be under-privileged. In this new landscape, academics ought to adapt their teaching and curricula, listening at the same time to voices that may have been underestimated, like those of students. Additionally, higher education pedagogies need to be reconsidered, since students and staff is essential to be up to par with rapid, continuously accelerating and even contrasting changes and complexities in societies such as inclusion, sustainability and digital transformations (Lotz-Sisitka et al., 2015; Katsampoxaki-Hodgetts, 2023a; Katsampoxaki-Hodgetts, 2023b). To address these needs, we conducted a needs analysis, administered a questionnaire to a hundred academics at the University of Crete, and conducted semi-constructed interviews from 16 academics /instructors. The analysis focused on eight main areas of 21st century Higher Education Pedagogy including student-oriented learning, inclusive learning, digital readiness, digital equity, teaching-research nexus, students as equal participants, formative assessment, and curricula/syllabus reform. The analysis showed the need for training on student- oriented and inclusive student centred learning, use of digital tools and the balance of teaching and research. An additional challenge identified in the data was the opportunity that was given to the tutors themselves, to reconsider their personal teaching philosophy and align it with contemporary teaching methodologies. Based on preliminary data, the follow up analysis and the relevant literature on academic development processes, we designed a MOOC, adhering to contemporary epistemological pedagogical theories (i.e. constructivism), inclusive and multimodal teaching, training, engagement, presentation and assessment models.

Part 1 Identifying faculty's competences and needs: need analysis through a questionnaire

Abstract. The University of Crete (UoC) to be aligned with the European Commission standards for teaching in Higher Education initiated research to identify faculty's competences and academic development needs. The analysis was based on 8 axes: student-centered learning, inclusion, digital readiness and digital equity, students as equal partners, teaching and research nexus, formative assessment and curriculum development. These themes came as a result of a scoping literature review which preceded this analysis. Findings suggest that faculty members are striving to improve their teaching and learning skills and knowledge. They also indicate several academic development needs in each area analysed, indicating academic development education materials thematic areas that need to be further explored.

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Part 2: *Useful insights from Interviews regardingAcademics' competencies and needs. Recommendations about higher education teaching and learning*

Abstract. To complete the needs analysis concerning teaching of the faculty members in the University of Crete (UoC), we continued by interviewing 16 members of the teaching staff. Through the questionnaires we had collected many quantitative data and had interesting results reflected in diagrams. But all these results needed interpretation to give us useful information about faculty's teaching practices, attitudes, beliefs and needs. What was missing from the questionnaires was the authentic voices of the teaching staff on the 8 axes that guided the construction and analysis of the questionnaires.

Towards this aim, the researchers carried out semi-structured interviews with teaching staff from all the UoC departments. This interview focused on perceptions, practices, and needs of the teaching staff concerning these 8 axes.The analysis of the data collected was thematic (Isari&Pourkos, 2015). Studying the data again and again, we sorted out most repeated answers into semantic categories which in the end were merged into broader themes.

Results show that faculty members have gone a long way into changing their way of teaching and adapting it to suit most students' needs. Digital literacy has taken ground as well due to the Covid-19 pandemic. However, there are needs for training of the trainers and needs for better equipment and

new specialized recruits as there are student groups still excluded from the courses due to disabilities or have limited access to all educational material due to socioeconomic reasons. There is an intense need to revise the ways of learning in Higher Education so that they respond to the ever-accelerating change of the times (Lotz-Sisitka et al., 2015; Orfanidou et al., 2021).

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Part 3 Critical insights from faculty evaluation of online reflective participatory spaces in an academic development course

This exploratory work provides critical insights from faculty evaluation of online reflective participatory spaces in an academic development course at the University of Crete. Following an evaluation of the first online asynchronous course on Academic Development at the University, this paper focuses on explorations of online communities of practice construction parameters, and discusses critical instructional design strengths and weaknesses. After quantitative analysis of participant evaluations and thematic analysis of open ended responses, this work sheds lights to areas that need further alignment and exploration in order for academic developers to design more inclusive courses taking into account students and academics' needs.

Keywords. *online community of practice; community of learning; reflective participatory spaces; instructional design*

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Bio Prof.. Eleni Katsarou, is Professor of Curriculum Theories and Instruction at the Department of Philosophy and Social Studies, University of Crete, Greece. Her research and publications focus on curriculum studies, teaching theory, educational research (especially action research), literacies, and pre- and in-service teacher education. She is also interested in the teaching of Modern Greek as L1 within the framework of New Literacy Studies. She has published three scientific books that refer to action research and democracy in school and several articles (more than 60) in international and Greek journals and volumes. She is a CARN member since 1994. Her more recent projects focus on Artificial Intelligence literacy, Digital Education and the role of Artificial Intelligence.

Bio. Dr Katsampoxaki-Hodgetts is the Coordinator of Teaching and Learning Centre TOTT of the University of Crete since 2019 and is involved in inclusive Faculty Development Processes such as peer-coaching, action research and peer-observation as developmental tools (2021). She has given many Higher Education Pedagogy and Faculty Development workshops, seminars and lectures on constructive alignment of curriculum with inclusive student centred pedagogies and processes and active learning. Dr Katsampoxaki-Hodgetts was one of the main contributors to the successful proposal of Erasmus plus Higher Education project COALITION (Coaching Academic as Learners in Inclusive Optimal Networks) coordinated by Leiden University, The Netherlands. She is also an active member of the Innovation Steering Committee of the European Alliance INGENIUM for the University of Crete. Both projects aim at providing sustainable systems of enacting inclusive pedagogies in Higher Education and facilitate inclusive systems within a holistic framework that cater to needs of all students.

Bio. Konstantinos Sipitanos is a teacher-researcher and postdoc researcher in the University of Crete in Greece. He holds a MA degree in Linguistics (2016) and a PhD degree (2020) in Language Teaching and Participatory Research Methodologies. He has worked as researcher and adjunct faculty teaching staff in the Departments of Philosophy and Social Sciences in the UoC, in the department of Early Education in the University of Athens and in the Postgraduate program Contemporary Linguistics Tensions for Educators in the Hellenic Open University. He has published articles in EAR Journal, Social Semiotics, Punctum International Journal of Semiotics, IJEL Studies, Turkish Online Journal of Distance Education and EURO-JCS. Chapter in Cambridge Scholar Publishing and Analectica. He has also participated in research projects funded: a. by EU under the Erasmus+ actions such as, Coalition, S.HI.E.L.D. against disinformation, CICADA and BackpackID and b. by state organizations such as Disseminating Democracy in Schools, the Principals discourses in school settings and defining and developing Artificial Intelligence literacy: a MOOC for all.

His main research interest's concern: participatory action research, students' voice, critical discourse analysis, literacies, and social semiotics. As CARN and ARNA member he participates actively in the development of an international group that promotes youth's voice.

Bio. Vavouraki Georgia is an active post-graduate student at the Philosophy and Social Studies Department, currently writing her thesis. She is a Secondary Education Teacher, having graduated from the Department of Philology in Rethymno and has been working in the Private Sector for more than 2 decades and occasionally in the Public Sector. She has been certified in Special Education for Students with Learning Disabilities and special educational needs by the National and Kapodistrian University of Athens

Role Playing and its Effects in a First Semester Computer Programming Course

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Abstract. This paper reports on our experience of introducing a group project combined with role-playing [1] in a first semester university course. Specifically, we introduced it in the Computer Programming Methodology course, offered in a non-computer engineering curriculum, where first year students used to have low participation in the final exams (postponing this obligation for the next year), resulting in low success rates, especially for females [2] [3].

This course's organization typically includes lectures and laboratory sessions. As the active involvement of students is considered essential for learning, and role-playing is a technique that promotes the engagement of students [4], we decided to complement the course's organization with a group-based project combined with role-playing. Students selected their role among a) Coordinator, b) Analyst, c) Programmer, and d) Tester. The goal of our experiment was to increase engagement in the course among first year students and, subsequently, increase success rates.

To validate our results, we compared a) the participation in the final exams, and b) the success rates in the academic year when the team project was introduced, to the previous year. Our experiment had a positive effect on both the students' participation in the final exams and their success rates, even for female students. The latter completely avoided the role of Programmer [5], thus validating the literature that suggests that they are skeptical about technical roles, as they appear to be pivotal in the success of the team. However, the specific pilot implementation had an outstanding effect on the females' academic success.

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BIO. Evangelia Krassadaki is a member of the Production & Management Engineering School of the Technical University of Crete. She received her PhD and MSc from the Technical University of Crete. She is experienced in teaching, since 1990, of undergraduate and postgraduate courses, tutorials and laboratories' sessions. She has been awarded for teaching by the Technical University of Crete in 2017. She participates in research projects, funded by EU or National Programmes, in scientific or organizing committees of conferences, and acts as a reviewer for journals, in higher education, engineering education and operational research. She is an author of over 40 papers published in international journals, conference proceedings and edited volumes and co-editor/co-author of two books. Her research interests include engineering education, skills' development and assessment, quantitative methods and operational research. She is a member of the Hellenic Adult Education Association, Hellenic Operational Research Society and the Greek IT Association. Since 2022 she is the scientific director and coordinator of the Teaching and Learning Support Office of the Technical University of Crete.

BIO. Nikolaos Spanoudakis holds a Teaching Assistant position at the Applied Mathematics and Computers Laboratory of the School of Production Engineering and Management of the Technical University of Crete. In the latter, he has the additional role of Director of the Life-Long Learning Centre of the University. He has a PhD in Informatics from the Paris Descartes University (now Paris City University). He also has an MSc in the field of Organization and Management from the Technical University of Crete and a Diploma in Computer Engineering and Informatics from the University of Patras. He has experience as lecturer, information systems architect, designer and developer, technical manager, project manager and Information Technology and Services consultant. He was awarded for teaching by the Technical University of Crete in 2021. His main research interests are in Engineering

Multi-Agent Systems, Intelligent Information Systems and Applications of Argumentation. Nikolaos has worked on 15 research projects, has published 15 journal papers and more than 50 papers in conference/workshop proceedings with reviewers. He has co-authored one book. He is a senior member of the Institute of Electrical and Electronics Engineers (IEEE), member of the European Association for Multi-Agent Systems (EURAMAS, currently member of the board with the role of the secretary), the Hellenic Artificial Intelligence Society (EETN), the Association for Computing Machinery (ACM) and the Technical Chamber of Greece (TEE-TCG).

Metacognition and Pedagogical Agents Scaffolding in Interactive Learning Environments

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Abstract. Metacognition, or the ability to monitor and regulate one's own thinking and learning processes, has been increasingly recognized as a critical factor in successful learning outcomes. Interactive learning environments (ILEs) offer promising opportunities for promoting metacognition through the use of features such as pedagogical agents, adaptive scaffolding and real-time feedback (Moreno & Mayer, 2007). The use of pedagogical agents in interactive learning environments can provide learners with personalized feedback, motivation, and guidance, making the learning experience more engaging and effective (Woo, 2009; Zeitlhofer, Zumbach & Aigner, 2023). Narrative pedagogical agents (NPAs) are a specific type of pedagogical agent that employs a narrative structure to engage learners in the learning process (Pérez-Marín, 2021). The study focuses on the design and implementation of four narrative pedagogical agents, who act as fading guidance assistants in the Geo-Histor multimedia learning environment. This research addresses the key role of designing user-friendly pedagogical agents (Schroeder, Romine & Craig, 2017) that promote metacognitive awareness of reading strategies and the importance of scaffolding in helping learners develop metacognitive reading strategies. The character of each agent, and thus their speech, is built on the different kinds of knowledge they represent, declarative, procedural, and conditional (Iris, Sifis, Thomas), and additionally, the type of advice they provide (Alice). Based on our findings, students of the interactive intervention made significant progress in their metacognitive awareness of the reading strategies when they were scaffolded by agents compared to the students of the traditional teaching intervention.

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BIO. Aristea Mavrogianni is teaching history and curries out educational research specialising in the development of cognitive and metacognitive processes involved in the learning of students who face difficulties with studying history. She has completed her PhD Thesis with the title: Development of Metacognitive Strategies and Interactive Learning Systems: Designing, Implementing and Evaluating an Interactive Learning Environment for Teaching Expository Texts at the Department of Primary Education (University of Crete). In her recent research projects, she focuses on the development of digital material by designing the interactive learning system "Geo-History". With the specific interactive learning environment, which is structured on the ArcGIS platform, students on the one hand study expository school texts (History) using multimedia material (maps, documentaries, photos, videos) and procedural facilities provided by narrative pedagogical agents and on the other hand are evaluated on the level of knowledge, metacognition and attitude towards History. She has published her work in National and International Journals.

BIO. Eleni Vasilaki has studied at the Universities of Ioannina, Dundee, and Edinburgh in Scotland. She teaches psychology at the Dep. of Primary Education at the School of Education. Her main interests concern the interaction of Cognitive Processes and Emotions, the development of metacognitive processes in the students, working memory, and intervention programs for its improvement. She h**as** taught in different and various educational settings in Greece and abroad (e.g. Universities of Athens, Cambridge, Algarve, and Baleares Islands in undergraduate & postgraduate courses). She has participated in and completed international research protocols funded by national and E.U. sources. Some of them concern: a) The investigation of Bibliotherapy and Emotional Disclosure as a tool of anxiety reduction in the school setting (collaboration with Prof. D. Manier, CUNY, USA), b) The investigation of the effects of anxiety on the structure and function of the brain with the use of fMRI (collaboration Dr. Em. Stamatakis, Lab. Consciousness and cognition, University of Cambridge, UK), c) The investigation of the concept of happiness (collaboration Prof. D. Manier, CUNY, USA), d) The investigation of the psychological effects of the economic recession (collaboration Prof. Esth. Greenglass, York University, Canada), e) The investigation of autobiographical memories and emotional disorders- Memory-based psychological treatments for emotional disorders (collaboration Prof T. Dalgleish, MRC, CBU, University of Cambridge, UK). Has created intervention training programs for stress and anxiety reduction in schools and have attended workshops on students and teachers' coping strategies and workshops on traumatic stress recovery and organized International Conferences with CME accreditation and have coordinated frameworks for academic collaboration between universities from abroad and the School of Education at UoC. Have participated and presented her work at international and national conferences, seminars, and workshops and published her work in Greek and International Journals.

Combining collaborative learning and project-based learning in higher education: Does working in teams make a difference?

Spantidakis Ioannis 1 and Gaki Irinin 2

1. Professor, Department of Primary Education, University of Crete
2. PhD Candidate, Department of Primary Education, University of Crete

Abstract. Nowadays, cultural, political, socio-economic, technological and industry changes demand educational transformation at higher education (Crespí et al., 2022; Korkmaz & Kalayci, 2022), since, in this increasingly complex world of the 21st century students need additional knowledge, skills and competences for personal and professional life (Crespí et al., 2022; Rofik et al., 2022). This requires a change in teaching paradigm, from traditional teacher-centered learning approach to student-centered learning approach (Crespí et al., 2022). Communication and collaboration are two of the most wanted skills and can be enhanced through project-based learning. However, although academic interest in collaborative learning (Mendo-Lázaro et al., 2018) and project-based learning in higher education (Shpeizer, 2019) has increased during the last decades and have been shown to benefit student learning and engagement, empirical studies are still limited. In this context, the aim of this presentation is to develop a teaching paradigm implemented to undergraduate students of a primary education department, combining collaborative learning with project-based learning. Student teams worked during the semester on small and large projects related to the course content and presented the results of their work in the auditorium. Also, at the end, in addition to the written exams in the course, they handed in a portfolio with all their work and their self-assessment. The learning outcomes, the students' grades, the content of the portfolio and the reflection of students and lecturer on the process, at the end of the semester, showed that this teaching paradigm had a positive effect on students.

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BIO. Irini Gaki is a graduate of the Department of Primary Education of the University of Ioannina. In 2015 she obtained her Master's Degree in the Production of Written Speech from the Department of Primary Education of the University of Crete and since 2016 she is a PhD Candidate of the same Department. Her research interests include literacy with or without the use of ICT, metacognition and the relationship between emotions, motivation and the cognitive processes of written language production and reading comprehension. She has published articles in scientific journals and has made presentations at national and international conferences. She has been a Level 2 trainer in ICT and has implemented training programmes on literacy.

BIO. Ioannis Spantidakis is a Professor at the School of Primary Education of University of Crete. His scientific and academic interest focuses on the subjects of: Psychology of writing, Diagnosis – Dealing and Assessment of learning difficulties of writing, Design-development and evaluation of learning environments of writing, Education and edification of teachers, Critical literacy, Multiliteracy, Multimodality, Development and Exercise of metacognitive writing and reading skills, Web design of socio-cognitive environment of writing learning.

Individually or in collaboration with others he has published papers, surveys and studies regarding the learning and teaching process of writing, the design, implementation and evaluation of learning environments with the use of Information and Communication Technology (ICT), the "Ideokataskeves" software, the book " Socio-cognitive multimedia environments of learning the writing process, the book " Online learning environments of writing for Greeks living abroad" , the book " Writing, teaching and learning" , and the book " Guide of differentiated teaching of Greek as a second / foreign language and elements of history and culture".

Moreover, he has participated in the scientific team of the Laboratory of Intercultural and Migration Studies (EDIAMME) of the School of Primary Education of the University of Crete as director of design and development and author of the online environment " E-Learning Portal " (http://elearning.edc.uoc.gr/moodle/) for the teaching of Greek language as second and as foreign language as well as of the following educational software: "I speak and write Greek",

"Read-Write-Sing", "Alfavitochora", "As we grow up ... in the world of Greek", "Steps to Text" "Margarita 1-7" for teaching Greek as a native, second or foreign language and finally "Istoriodromies" and "Adventures in Mythochora" for teaching Greek history and Greek Culture. He has also worked as the director of the design of the educational software: "In the Country of Lenou" addressed to pupils with learning difficulties, "I write in a simple way – I read easily" aimed at students of early elementary school years, «ECDL e-kids» targeting at familiarization and assessment of students with the use of multimedia. He has also participated in the educational planning team of the Electronic Learning Environment for teaching Albanian and Russian as mother language for students who live in Greece "Dragon's 7 Keys" (http://www.diapolis.auth.gr/index.php/2013-10-17 -09-02-51 / 7-keys-of-dragon).

Teaching Ancient Greek Language: challenges and good practices based on Active Learning and Adult Education

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Abstract. It is a common finding of the Department of Philology at the University of Crete that teaching ancient languages (i.e. Greek and Latin) presents significant difficulties to students. The causes for this difficulty are multifactorial and varied. Moreover, in recent years, the voices questioning the traditional teacher-centered model at university have been increasing. An alternative proposal to the teacher-centered model offers the student-centered model of teaching, governed by the principles of adult education. For many years the prevailing mentality of the Greek education system was that adult education should be limited to specific informal education structures. However, this is not true, since adult education offers us tools for active learning. The innovation of this paper lies in the necessity of overcoming this stereotype. The aim of this paper is to highlight some good practices, based on active learning and adult education, that have helped both me and the students to approach the language courses in a more creative and constructive way. The agreement on a contract at the first meeting, the use of technology by incorporating quizzes on an almost weekly basis, the setting of realistic and achievable goals, the practising of asynchronous learning by posting a letter of action on a weekly basis and, mainly, the adaptation of teaching techniques, which apply to the student-centered teaching model, were the framework of my approach. The application of the above had as a result a massive student participation and statistically a significantly better performance by the students.

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BIO. Eva Astyrakaki studied Classics at the University of Crete and she completed her Phd studies at the University College of London. She has taught for many years at the Hellenic Open University and at the University of Crete, where she currently teaches as a Laboratory Teaching Staff. Her previous active involvement as teaching staff at Second Chance Schools, at the time they were founded in Greece, was catalytic and paved the way for her systematic interest and involvement in Adult Education. She participated in the writing of secondary education course books on Ancient Greek and has published articles and edited books in fields of her research interests.

Differentiation practices at the Writing Center of School of Philosophy University of Crete

Panagiota Samioti

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Abstract. It has been shown in the research "that the traditional model of lecture-style teaching sets students up for failure" while "differentiation could be the difference between academic success and failure for many students" (Dosch & Zidon, 2014, p. 352). Taking into account the fact that "the implementation of pedagogical differentiation in higher education" has been understudied (Kanellopoulou and Darra 2021, p.140), the present study aims to contribute to the research regarding tertiary education in Greece by presenting differentiation practices applied in the Writing Center at School of Philosophy (University of Crete). Following the UDL model (CAST, 2011), specific examples will be given on how differentiation practices relate to 4 areas (i.e., content, process, products, learning atmosphere (Tomlinson, 2000, cited in Evans-Hellman & Haney, 2017, p.29)) and seven core principles (i.e., ongoing assessment, acceptance of students' differences, collaboration, group work, proactivity, materials accommodating students' needs, respectful work (Turner et al., 2017)).

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BIO. Panagiota Samioti has been a Laboratory and Teaching Staff at the University of Crete since 2020, with the scientific subject "Linguistic Applications in Education: Academic Literacy and Language Education", organizing and teaching supportive courses in Academic Speech at the Writing Centre of the Faculty of Philosophy of the University of Crete. She graduated from the Philology Department (University of Crete) in 1995 and from the Department of English Language and Literature (National and Kapodistrian University of Athens) in 2022. She completed her postgraduate studies in Linguistics (University of Crete, 2002-2004) and in English and Applied Linguistics (University of Cambridge, 2004-2005), followed by a PhD in Theoretical and Applied Linguistics (University of Crete, 2015).

University teaching as a site of research and reflection. An examination of the VOICE intervention with student teachers

Sofia Avgitidou, Maria Ampartzaki, Christina Sidiropoulou, Maria Kampeza, Konstantinos Karadimitriou

Abstract. University teachers are expected to relate their academic research with their teaching to provide an up to date and evidence-based content of their courses. In this paper, we discuss how university teachers' research on their own teaching (rather than on the subject of their science) informs their professional learning and provides opportunities for a continuous and evidence based process of teaching improvement and change. We specifically show the research tools and processes used in the case of the VOICE program by five university teachers from different universities who collaborated to support their student teachers' understanding of participatory practices in ECE. Two basic research tools were employed for different reasons. We employed a semi-structured journal in which entries were recorded by university teachers after each lesson based on their observations of student teachers' participation, interactions among university teachers and students, relations among achievement of aims and characteristics of the educational material and educational process and proposals for future action. We also employed a questionnaire with closed and open-ended questions to learn from student teachers' perspectives regarding their satisfaction from the course, perceived effects of the course on their own learning, the factors they believed important to enhance their learning as well as proposals for improvement of teaching. Last, all university teachers exchanged journal entries and discussed upon the course of their teaching, trying to learn from one another. The analysis of this data is still in progress. However, in this presentation we will discuss the results of this collaborative, research-based and reflective approach to university teaching and how it promoted our critical awareness and opportunities for improvement of teaching.

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BIO. Sofia Avgitidou is a Professor of Pedagogy and Teacher Education in the Department of Philosophy and Pedagogy at Aristotle University of Thessaloniki, Greece. She is a graduate of the Department of Early Childhood Education, Aristotle University of Thessaloniki and holds a D.Phil. from University of Sussex, UK. Her main research interests include initial and continuing teacher education, action research and professional learning, teaching in higher education as well as democratic and participatory practices in education. She has published her research in numerous academic publications and has run and participated in funded and non-funded projects related to her research interests.

Maria Ampartzaki is an Assistant Professor in Early Childhood Education in the Department of Preschool Education at the University of Crete. Her research interests include science education in the early years, ICT in education, inquiry-based and art-based learning, teachers' professional development, action research, and the Pedagogy of Multiliteracies, among others. Maria holds a Bachelor's degree in Early Years Education, a Master of Arts in Music Education and a Doctorate of Education. She has published her research in numerous academic publications and has run and participated in funded and non-funded projects regarding values education, Science, and ICT in education.

Christina Sidiropoulou is a member of the Lab and Teaching staff in the Department of Early Childhood Education, Faculty of Social Sciences and Humanities, University of Western Macedonia, Greece. She is a graduate of the Department of Early Childhood Education, Aristotle University of Thessaloniki and holds a PhD from the Marc Bloch University-Strasbourg II, France. She has worked in several Preschool and Higher Education

Institutions in Greece, France, and Belgium. Her research interests focus on teachers' initial training and in collaborative and multimodal learning approaches in Early Childhood Education.

Maria Kampeza is an Associate Professor at the University of Patras, in the Department of Educational Sciences and Early Childhood Education specializing in "Early Childhood Education" and since 2009 she coordinates the teaching practice (practicum) of students in Greek public Kindergartens. Maria holds a BA in Early Years Education, a MA in Education specialized in teaching methodology and educational psychology and a Phd in Education. Her research interests include differentiated instruction, participatory learning (play, drawing), contemporary perspectives on early childhood education curriculum, science education in early years, school-family partnership, pre-service and in-service teachers' training.

Kostas Karadimitriou is an Associate professor in "Pedagogy and Applications for Formal and Informal Education" in the Department of Education Sciences in Early Childhood at the Democritus University of Thrace. He graduated from the Department of Early Childhood Education at the University of Ioannina and holds a Phd of the same University and a Master's Degree in Museum Studies from the National and Kapodistrian University of Athens. His research interests include Pedagogy and play, collaborative learning, innovative approaches to teaching and teachers' professional development among others.

Session C

Atypical and informal Learning Environments

Designing the *Museum Education* Course at the University of Crete: towards a more collaborative environment of learning.

Sofia Trouli

Assistant professor in Museum Education

Designing a university course is an ongoing process of in-depth planning, reflection, and revision, during which students and professors learn one from each other in a collaborative learning environment (Karalis, 2020· Kerdaka 2020). Both in universities (formal learning environments) and museums (non-formal learning environments) we are talking about learning and not anymore educating, focusing on more inclusive learner centered (Katsampoxaki-Hodgetts, 2022) than context or object-centered learning strategies.

The study illustrates the potentialities but also the limitations of designing and implementing the "Museum Education" Course both at a distance and face to face in the Department of Preschool Education at the University of Crete, during the academic years of 2020-2021(Trouli, 2021) and 2022-2023 considering the identified difficulties.

It is crucial to record students' voices upon the implementation of Museum Course, its context, usefulness, the learning methods but also their ideas of improvements (similar research: Mollaoğlu, 2022· Pavlou, 2022· Karadeniz, Zekiye, 2017).

In this context an empirical research project was conducted based on the mixed methodology with main tools the students' feedback exercises during the semester and a questionnaire comprising 45 closed and open-ended questions which was uploaded to the course's E-class platform to be completed optionally by the students at the end of the semester. At the same time the professor kept a research diary reflecting upon her teaching strategies, considering the evaluation forms of the University's Quality Assurance Unit.

First interpretations of the data reveal that students need to be heard first and foremost. Then stereotypes about museums emerge and are overturned through the course. Students consider the course of Museum Education essential for their studies and underline their need for more experiential learning and training in non-formal learning environments, such as museums.

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Bio. Sofia Trouli is an Assistant professor in Museum Education, Department of Preschool Education, University of Crete, Greece. Former museum educator in Museum of Contemporary Art of Crete, and philologist in High School. My interests have to do with the cooperation of schools, universities, and museums as environments for informal and non-formal learning and as "third spaces" for meeting, edutainment and dialogue for the well—being of the community.

Science Students' Beliefs And Expectations Towards Informal Learning Environments: A Case Study.

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The aim of this case-study was to investigate the beliefs and benefits of Sciences' students regarding informal learning environments. The study was implemented within the Teaching Certificate course of the School of Science and Engineering, of the University of Crete (UoC) together with the Natural History Museum of Crete-UoC (NHMC-UoC). An experiential workshop was conducted by the NHMC-UoC on Earthquakes, Volcanoes, Prevention and Interventions, following the Inquiry Based Learning methodology. 23 students participated in the study, from the Departments of Mathematics and Applied Mathematics, Biology and Physics. Quantitative data were collected through 27 questions, using a 5-point Likert Scale divided into 3 sections: before, during and after the workshop; qualitative data came of 7 open ended questions. Students answered both as students and as future secondary school teachers. More than 80% of them considered the visit to the NHMC-UoC very important for their personal learning, and claimed that it helped them better understand the topic. The big majority the in-class preparation before the workshop and the feedback after it were essential. They also considered necessary to be trained on informal learning environments and 90% will incorporate informal learning activities in their future teaching career. The open-ended questions provided their feedback regarding the benefits of the informal learning environment and their proposals for more hands-on experience on it. Concluding, this study confirmed the positive impact of incorporating informal learning environments in the educational process.

Key words: *Informal learning environment, Science Education, Secondary Education.*

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BIO. Dr **Anastasia Pratikaki** holds a Bachelor degree in Modern Greek Literature, an MSc in Social Sciences Research Methods and a PhD in Developmental Psychology . She was in service teacher for 12 years in Secondary Education. Since 2017, she has been Laboratory teaching staff at the School of Science and Engineering-UoC. She was actively participated in Certificate's establishment for didactic and pedagogical purposes. She is lecturing undergraduate and graduate students the modules: "Educational Psychology", Psychology of Adolescence, "Basic aspects of Pedagogics" and she was supervising undergraduate students on teaching practice in classroom for three years. She is also Certified Educator on Adults' Education and Lifelong Learning (2016-National Organization for the Certification of Qualification & Vocational Guidance) and she has served as an assistant manager of 2o Vocational Training Institute of Heraklion for almost two years. She is participating in Erasmus + International mobility KA 107 programs and she has 8 scientific publications in Greek and International journals.

Virtual Educational Pathways bridging formal and informal science teaching and learning.

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6. *University of Helsinki, Faculty of Education, P.O.Box 9 (Siltavuorenpenger 3; room 232) FI-00014 Helsinki, Finland.*

Abstract. This research was conducted in the frames of the ERASMUS+ Project "Virtual Pathways: Reinforcing School-Museum Cooperation in COVID19 Times", where we tested the impact and effectiveness of virtual educational pathways to bridging formal and informal science teaching and learning at three levels: student, teacher, and institutional/school.

The pilot implementation activities made use of the training programs and materials developed in the project, and provided quantitative and qualitative evidence to support three key objectives: (a) establishing the unique identity of digital and online education, (b) demonstrating the innovative approach behind successful education administration that bridges the gap between formal education and informal learning, and (c) identifying organizational changes required for schools to implement the proposed cooperation scheme.

We assessed the impact of 8 virtual pathways our team designed at teacher, student, and school levels. Our sample included 459 teachers and 242 students aged 8-17 years in 41 primary and secondary schools including some in rural and remote areas.

The Virtual Pathways approach, methodology and materials supported the teachers' autonomy and belief in the capacity of digitally enhanced science teaching and learning, held strong pedagogical value and were easy to fit the school curriculum.

The pilot implementations enhanced the students' interest in learning about science and boosted their understanding of fundamental scientific facts.

Overall, the project represented a cost-effective and equitable complement for schools, igniting and sustaining collaborations with informal science education providers, helping

students connect with the world of science and technology.

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BIO. Dr Iasmi Stathi holds a PhD in Ecology and Phylogeography of Scorpiones (Arachnida) and she is the scientific responsible for the scorpions' collection of the Natural History Museum of Crete-University of Crete (NHMC-UoC). Since 2016, she has been working as a Laboratory Teaching Staff at the School of Sciences and Engineering of the University of Crete. Since 2006, she has been a member of the NHMC-UoC's Education team, participating in the development of learning activities that connect formal, non-formal and informal education (educational pathways and workshops for schools, educational packages on environmental education, summer schools and training seminars) and recently she has been promoted into Head of Education of NHMC-UoC. She is a member of the National Accreditation Centre for Continuing Vocational Training, as a trainer for adults. She has 25 years of experience in Research projects and 20 years in Educational Programs, Training for

Lifelong Learning Education and Education Research and Development. She has participated in 22 European/National funded projects and 20 International/European Conferences. She has 28 scientific publications in refereed journals, 6 publications in Greek, 3 participations in book translations from English to Greek and 9 booklets with practical/lab exercises for University students.

BIO. Angelos Alexopoulos studied International and European Economics at the Athens University of Economics and Business. He continued his postgraduate studies in Human Resource Management at the University of Wales (Cardiff). He holds a PhD in Organisational Behaviour from Dublin City University, where he also worked as a postdoctoral researcher. In 2012 he started working at CERN, first the Education Group of the Organisation and later as Education and Outreach Officer, responsible for EU-funded projects. Throughout his career at CERN, he designed, implemented, evaluated and coordinated innovative large-scale STEAM programmes, aimed at developing sustainable pathways for creative, open and inclusive science learning opportunities towards developing scientific literacy, science careers, and 21st century skills for young people. Angelos' work has been published in international journals, such as Thinking Skills & Creativity, Physics Education and Smart Learning Environments. Since 2021, he is a member of the Research and Development Department of Ellinogermaniki, where, amongst other leading roles, he coordinates the Art & Science across Greece STEAM initiative. Angelos also serves as Chair of the Sectorial Scientific Council for Human Resources and Skills Development at the National Council for Research, Technology and Innovation, which is the supreme advisory body for the formulation and implementation of the national policy for Research, Technology and Innovation in Greece.

Athanasia Margetousaki is a graduate of the Pre-primary Education Department and has a postgraduate degree in Teaching Science. She works as a Special Technical Scientific Staff (EIB) at the Natural History Museum of Crete of the University of Crete. She has many years of experience in adult education by participating in adult education and training programs. She has participated in many research projects funded by European and national resources. She has also participated with announcements in national and world conferences.

BIO. Dr. Sofoklis Sotiriou has worked at CERN, at the National Center for Scientific Research "DEMOKRITOS" in Athens and in the Physics Laboratory of Athens University. He holds a PhD in High Energy Neutrino Astrophysics and a PhD in Science Education. He is the Head of R&D Department of Ellinogermaniki Agogi, one of the biggest educational institutions in Greece, where has been active in the co-ordination and development of research projects on implementation of advanced technologies (e.g. mobile applications,

wearable computers, VR and AR applications, robotics) in science education and training. Since 2001 he is the Director of the Ellinogermaniki Agogi Center for Teachers Training. His main research field is the design, application, and evaluation of virtual and digital media environments that could bridge the gap between formal and informal science learning. He has been involved in a long series of EU joint research and technology funded projects. He is a member of the European Academy of Sciences (since 2003), member of the board of ECSITE (since 2004) and has served as Expert Evaluator to the European Commission FP5 & FP6 Programmes. He has also act as a consultant to the development of the FP7's Science in Society Work programme. He is author of numerous articles and publications on the use of ICT in science education. He is also author of the Science Textbooks that are used in all primary Greek schools since 2003.

Saturday parallel afternoon sessions

	Session D Delta Δ7 Lecture theatre Academic Development Processes Session Chair: Dencer-Brown, Amrit *Edinburgh Napier University, Scotland, UK*	Session B (continued) Room B1-15 *'Active learning/Student Engagement'* Session Chair: Prof. Dafermos Emmanuel	Workshop Room B1-26
12.10-12.30	**Integration as experience and perspective in teacher education** Vasilis Tsafos, University of Athens (EKPA)	**Teaching Ancient Greek Language: challenges and good practices based on Active Learning and Adult Education** Eva Astyrakaki, University of Crete, Rethymnon	**Using informal learning techniques and methodologies in the formal STEAM learning process** Iasmi Stathi1, Olga Berdiaki2, Stavroula Christodoulopoulou2, Evridiki Eseridou2, Charalampos Fassoulas1, Panagiotis Georgantis2, Panagiotis Georgiakakis1, Elina Houdetsanaki1, Zoi Liantraki2, Zoi Mavritsaki2, Niki Paximada2, Alexandros Stamatakis3.
12.30-12.50	**Low Stress Peer Observation Protocols to Enhance Instructor Awareness and Capabilities** Brent A. Anders and Syuzanna Sahakyan AUA Centre of Teaching and Learning American University of Armenia	**Differentiation practices in a writing centre** Panagiota Samioti, University of Crete, Rethymnon	
12.50-13.10	**Co-creating the learning and teaching journey with postgraduate research students who teach** *Amrit Dencer-Brown, Stuart Taylor, Benedetta Piccio, Theodore Carlson Webster, Oluwatosin Adelwale & Corin Anderson, Department of Learning and Teaching Enhancement and postgraduate students, Edinburgh Napier University, Scotland, UK*	**University teaching as a site of research and reflection. An examination of the VOICE intervention with student teachers** Sofia Avgitidou, Maria Ampartzaki, Christina Sidiropoulou, Maria Kampeza, Konstantinos Karadimitriou University of Crete	1.Labs and Collections, Natural History Museum of Crete, University of Crete, Knossos University Campus, GR71409, Iraklion, Crete, Greece. 2.Exhibition Halls, Natural History Museum of Crete, University of Crete, Sofoklis Venizelou Av., GR71202, Iraklion, Crete, Greece. 3.Institute of Computer Science, Foundation for Research and Technology, Irakleion, Crete, Greece; Heidelberg Institute for Theoretical Studies and Dpt of Informatics, Karlsruhe Institute of Technology, Germany.
13.10-13.30	**Changes of Attitudes Towards Teaching Across Different Stages of a University Teacher's Career** Ivana Miočić, Marija Brajdić Vuković, and Jasminka Ledić, PhD, Faculty of Humanities and Social Sciences in Rijeka, Hungary		*Workshop (until 13.20)*

13.30-14.30	Lunch		
	Session E Delta Δ7 Lecture theatre Assessment for/ of learning, competences, and provision of feedback Session Chair: Kyparissia Panapnikolaou, School of Pedagogical and Technological Education	**Session F Room B1-15 Academic development approaches, epistemologies and policies** Session Chair: Chris Winberg, Cape Peninsula University of Technology,	**Session G Room B1-26 Experiential and reflective pedagogy** Session Chair: Anfrousou Alexandra University of Athens, EKPA
14.30	**Agility Analytics, Alternative Assessments, and the Personalised Assessment Tool (PAT)** *Brian D. Denman, Meeri Hellstén and Helena Reirstam Stockholm University*	**Teaching in Higher Education: A framework for the support of academics' research and reflection on their teaching** Authors: Sofia Avgitidou, Professor of Pedagogy and Teacher Education, Aristotle University of Thessaloniki, Greece	**"Thematic Laboratory Weeks" at Early Childhood Teacher Education Deprt: a practice aimed at the experiential and reflective teacher Education** Androusou, A., Agalianou, O.,Askouni, N. , Charavitsidis, P. and Sfyroera, M. University of Athens, EKPA
14.50	**Responsive Assessment: Understanding the learners' educational needs** *Maria Makra Head of the English Language Department at Metropolitan College (Peiraius Campus)*	**Centres for Teaching and Learning (CTLs) in Higher Education in Hungary** Ida Dringó-Horváth, PhD, Budapest	**Students' engagement in research as part of their requirements for a seminar course.** *Dr. Nektaria I. Liodaki* Philosophy & Social Studies, University of Crete, Greece
15.10	**Promote Informal Formative Assessment practices in Higher Education through video analysis** Ira Vannini, Alessandra Rosa, Andrea Ciani Alma Mater Studiorum Università di Bologna, Italy	**University Pedagogy: A new challenge for higher education** Vretti Anthoula MA Education and Human Rights & Social Policy	**Student-centred education as presupposition to child-centred education: A case study of trainee preschool teachers** Sofia Nikolidaki University of Crete, Preschool education
15.30	*Coffee, Biscuits & Cakes*		

	Session E Delta Δ7 Lecture theatre (continued) **Assessment for/ of learning, competences, and provision of feedback** Session Chair: Marianna Kalaitsidaki Associate Professor Biology & Environmental Education, Department of Primary Education University of Crete	**Session F** continued **Room B1-15** **Academic development approaches, epistemologies and policies** Session Chair: Vasilis Tsafos, University of Athens (EKPA)	**Session G** continued **Room B1-26** **Experiential and reflective pedagogy** Session Chair: Brian Denman, Stockholm University
16.00-16.20	**Providing feedback to enhance learning** Vice-Rector Zoe Gavriilidou Democritus University of Thrace Greece	**Students' views on the connection between theory and practice in the context of their microteaching (**ASPETE (Athens) Nektaria Klada and Dimitra Kauka 1. Department of Education, School of Pedagogical And Technological Education (ASPETE) 2. Department of Pedagogy at ASPETE	**Working with student agencies, embodiment and affect in teaching and learning** *Tamara Shefer* *Department of Women's and Gender Studies, Faculty of Arts, University of the Western Cape, Cape Town, South Africa*
16.20-16.40	**Tutoring at our University: student and teachers' perspectives** Monika Czyżewska and Magda Lejzerowicz, The Maria Grzegorzewska University, Warsaw, Poland	**Neoliberal Higher Education Restructions, Job Satisfaction and Professional Development of Academics** Gioti Labrina, Asst. Professor of Adult Education, Aristotle University of Thessaloniki	**Lessons and Reflections on Reflective Pedagogy from my 20-year Journey at a Greek Public University System: A New Paradigm of Reflective Thinking in Preparing Wholesome Citizens for Life.** Anastassios Matsopoulos, Ph.D. Associate Professor of School Psychology, Certified School Psychologist in the US, Greece, Cyprus
		'"From the investigation of educational needs to the design of an introductory university pedagogy program at ASPETE' Andreas Oikonomou, Kyparisia Papanikolaou, Iosif Fragkoulis, Leonidas Gomatos, Natassa Raikou CTL, School of Pedagogical and Technological Education	

Session D

Academic Development Processes

Integration as experience and perspective in teacher education

Vasilis Tsafos,

University of Athens

In the presentation, an alternative proposal for teacher education will be presented through their exercise in the autobiographical approach in the perspective of experiencing the ways of developing personal educational theory in student teachers. The goal is for students to reflect on the role of their "educational memory" in forming their view on the educational process and the school's role. After highlighting the obstacles in the perspective of realizing an alternative to the dominant orientation, the role of teacher education will be explored for a compensatory function towards "educational memory". Ways to expand or subvert the experience will be presented and the role of (re)reflection in the formation of this alternative perspective will be highlighted. The proposal will be based on data from the professor's diaries and the student teachers' ones.

BIO. Vassilis Tsafos, Ph.D., is a Professor of Pedagogical Theory and Curriculum Studies in the Early Childhood Education Department, National and Kapodistrian University of Athens, Greece (2007-today). He has studied at Athens University, in Paris (University of Paris VIII & University of Paris V - René Descartes). He has got his Phd at University of Athens, Departement of Philosophy, Pedagogy and Psychology (Doctoral scholarship 1992 & Post-Doctoral Research Award 2001 from Greek Scholarship Foundation (I.K.Y.)). He has worked as a teacher in Secondary Schools in Greece (1989-2004), as a Deputy Councillor of the Pedagogical Institute of Greece (2004-2007), as a Temporary Lecturer, Department of Philosophy, Pedagogy and Psychology, School of Philosophy, University of Athens (2000-2004). His research and writing is particularly informed by curriculum studies, qualitative education research (action research, narrative research), teacher development and teacher education. His current areas of research interest include topics about curriculum, methods of teaching, educational research methods, teacher development, as well as pre-service and in-service teacher education. He has written and edited books and articles in Greek and English journals on the curriculum studies, the teachers' role in the curriculum development and evaluation, Sciences of Education, Practicum in teacher education and the ways of educational research by teachers themselves.

Low Stress Peer Observation Protocols to Enhance Instructor Awareness and Capabilities

Brent A. Anders and Syuzanna Sahak

American University of Armenia

Abstract. This case study on peer observation protocols focuses on the American University of Armenia's three phased professional development peer observation certification program (based on previous research by Hargis [2014]). The program is designed to minimize stress while also enhancing instructor awareness and capabilities in teaching. Instructors voluntarily went through an instructional class on the program's protocols to be "certified" to sit in another peer's class, effectively observe the class instructional session, and were then able to provide a structured but low stress discussion on what they perceived and felt during their peer observation session.

The protocols for this program have three distinct sections: 1. Initial Meeting, 2. Observation, and 3. Post Meeting with Two-Way Discussion. Additionally, protocols involved three components within the Observation section: 1. Quantitative Checklist (Noben et al., 2021), 2. Faculty Class Flow Diagram (Cheong Yin Mei et al., 2017; Fernandes et al., 2011; Gunter et al., 1995), and 3. Qualitative Field Narrative (Chism & Banta, 2007).

Key aspects such as interactions, terminology, and processes are specifically highlighted as opportunities to ensure low stress engagement to maximize acceptance of observations made and reflection on the process, along with a shared vision of how to change or improve instructional capabilities moving forward. Additional aspects such as self-evaluation and artificial intelligence (AI) integration are also discussed.

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BIO. Brent A. Anders, Ph.D. has a Doctorates degree in Education (focusing on online learning, educational technology, and instructional methodologies) and currently works as the Director of the Office of Institutional Research and Assessment, and the Center for Teaching and Learning at the American University of Armenia. He also serves as a lecturer on the topic of professional communication. His research interests are, AI in education, student motivation, and educational professional development. Anders has done multiple public speaking events throughout the US and other parts of the world to include Australia, Jamaica, Tunisia, Germany, and Armenia.

BIO. Suzan Sahakyan has a Master's degree in TEFL from the American University of Armenia, as well as a Bachelor's degree in English Language and Literature. She has over 8 years of international and local experience in teaching. The courses Suzan taught include General English, Medical English, and ESP. Suzan previously worked as a University Lecturer, School Instructor, and International Programs Curriculum Developer. Being currently employed as the Assessment and Compliance Coordinator at the Office of Institutional Research, Suzan maintains her interest in teaching & learning, and professional development. She envisions positive changes through quality education

Co-creating the learning and teaching journey with postgraduate research students who teach

Amrit Dencer-Brown, Stuart Taylor, Benedetta Piccio, Theodore Carlson Webster, Oluwatosin Adelwale & Corin Anderson

Department of Learning and Teaching Enhancement and postgraduate students, Edinburgh Napier University, Scotland, UK

Abstract. Postgraduate research students (PGRs) often have teaching roles during their studies with little formal training or support (Lueddeke, 1997). Previous training at Edinburgh Napier University consisted of voluntary, unpaid on-campus Learning and Teaching (L&T) training over three days (pre-pandemic). During lock-down, this course transitioned online to a voluntary 3.5-hour workshop and a follow-up Moodle course.

To have a student-centred approach (Pedersen & Liu, 2003; Hannafin & Hannafin, 2010) and understand the needs and wants of PGRs who teach, we aimed to co-create with students (Cook-Sather, Bovill & Felton, 2014) effective PGR L&T support and evaluate its impact.

Students were employed as partners (Matthews 2018; Dollinger et al. 2022) to assess support needs and explore options available for PGRs at 11 other UK Universities. Based on the findings, a new programme was co-designed between the student-partners and L&T academics: three 1-hour online workshops and three corresponding peer-led discussion sessions. The student-partners also created a Microsoft Team for students to build community: sharing their own L&T experiences, practice, and engagement with relevant theories. These findings feed into upcoming mandatory and paid introductory teaching workshops, as a foundation for this longitudinal development of peer-relations and practice. This new structure and format has cultivated a community of practice constructed by students, for students (Wilson, Wilson & Witthaus, 2020). Feedback of the new programme through focus groups and Mentimeter polls taking place this summer will also be presented by student-partners as part of this project.

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BIO. Amrit (Imi) Dencer-Brown is a lecturer in education and researcher in blue carbon ecosystems at Edinburgh Napier University. She is lead for curriculum on Napier's BAME short-working group and a member of BAMEish (ENU's society for BAME staff and supporters). Amrit is from a Kenyan-Indian and British background and did her PhD in Auckland, New Zealand where she worked with diverse local communities in the management of mangroves.

Changes of Attitudes Towards Teaching Across Different Stages of a University Teacher's Career

Ivana Miočić, PhD, Faculty of Humanities and Social Sciences in Rijeka, Department of Education
Marija Brajdić Vuković, PhD, Institute for Social Research in Zagreb
Jasminka Ledić, PhD, Faculty of Humanities and Social Sciences in Rijeka, Department of Education;

Abstract. Recent research, discussions, and policy documents indicate a growing interest in comprehending the role of university teachers and the student-teacher relationship (e.g., Trigwell and Prosser, 2020; EHEA, 2020). European universities' vision emphasizes a „learner-centered" future, with teaching as a central component of academic practice closely integrated with research activities (EUA, 2021). Conducting research to better understand the role of university teachers is considered a significant contribution towards achieving this vision. Considering that, this research aims to examine changes in attitudes towards teaching at different stages of a career of university teacher (early-career, mid-career, late-career), with a particular focus on teachers demonstrating some aspects of a positive attitude towards teaching (Miočić et al., 2020). It is hypothesized that teachers' attitudes towards teaching are formed and may evolve during various phases of their academic career, and this research seeks to explore the dynamics and circumstances of such changes. A qualitative study was conducted among university teachers in Croatia, with a total of 39 research participants, involving teachers from various academic ranks, career stages, and fields of science. The research was conducted by combining diverse creative qualitative methods to gather rich and in-depth data, and the snowball sampling method was used (Kara, 2015). Preliminary findings suggest that positive attitudes towards teaching are predominantly established early in a career and maintain relative stability over time, yet they are significantly influenced and shaped by interactions with students and colleagues. Research findings encourage a discussion on developing better strategies to support university teachers at various stages of their professional development.

Keywords: attitudes towards teaching; higher education; qualitative methods; university teachers

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Trigwell, K., and Prosser, M. (2020). *Exploring university teaching and learning: Experience and context*. Springer Nature. https://doi.org/10.1007/978-3-030-50830-2

BIO. Ivana Miočić completed her undergraduate, graduate, and doctoral studies in social sciences (field of Pedagogy) at the Faculty of Humanities and Social Sciences, University of Rijeka (Croatia). She currently holds the position of Senior Research and Teaching Assistant at the Department of Education. In her research work, Ivana has several areas of interest, with a particular focus on academic profession and university teachers' professional development. She has participated in several research projects related to the academic profession, including: Junior Researchers' professional socialization into teaching, supported by the University of Rijeka (ongoing since 2019); APROFRAME - Academic Profession Competence Framework: Between New Requirements and Possibilities, supported by the Croatian Science Foundation (2015-2017); and APIKS - The Academic Profession in the Knowledge- Based Society, supported by the University of Rijeka (2016-2018). Her doctoral dissertation explored the positive attitudes of junior researchers' towards university teaching. In her research, Ivana is particularly interested in applying qualitative research methods. Among her other teaching and research interests are topics related to the European dimension in education and, recently, research of education in crisis. She is currently leading a one-year project titled Education in emergencies and protracted crises, supported by the University of Rijeka. Ivana has authored and/or co-authored numerous research papers and publications, including three scientific monographs as a co-author. During her career she has actively participated in approximately 20 scientific conferences both in Croatia and abroad. She has also participated in several educational and training programs aimed at enhancing her teaching competencies. Since 2014, she has been a member of the Executive Board of the Association for the Development of Higher Education "Universitas" (Rijeka) and currently serves as the representative of the Association in the International Consortium for Educational Development (ICED). In the academic year 2021/2022, she received the award of the Faculty of Humanities and Social Sciences in Rijeka and the award of the University of Rijeka for teaching excellence in the category of young teachers.

Session E

Assessment for/ of learning, competences, and provision of feedback

Agility Analytics, Alternative Assessments, and the Personalised Assessment Tool (PAT)

Brian D. Denman, Meeri Hellstén and Helena Reirstam

Stockholm University

Abstract. Agility analytics is relatively new in learning sciences. It pertains to evidencing actionable and insightful knowledge about a student's ability and capability that may not be readily understood by conventional, traditional assessment exercises. By means of disaggregating agility analytics into evolutionary stages: descriptive, diagnostic, predictive, and prescriptive (Morrow 2021), this study aims to uncover dimensions of learning analytics that differentiate between course development functionality specific to learning outcomes and the utility of alternative assessments to benchmark, track, and scaffold academic achievement.   The complexity of agility analytics draws into question about whether fundamental changes in how to educate students is examined using case study examples of a pilot study using the Personalised Assessment Tool for course development in three countries (Australia, China, and Sweden) from 2016-2023. This study concludes by creating a possible framework for researching agility analytics in university settings, which includes possibilities for both student and staff development.

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BIO. Brian D. Denman is an adjunct associate professor of teaching, learning and assessment at the University of New England, Armidale, where he has taught applied leadership and comparative and international education for over 19 years. He also served as Deputy Head of School, Departmental Head of Globalisation, Leadership and Policy, and is currently the Secretary-General of GlobalCIE and a recent Wenner-Gren Foundation recipient as Visiting Professor at Stockholm University (2021-2023).

Denman has been directing an innovative inter-institutional initiative to teaching and learning by employing an alternative online assessment tool, Personal Assessment Tool (PAT), to master's degree students in the Asia-Pacific and Western Europe. Through his work on PAT, Denman hopes to broaden the discourse about educational quality through personalised assessment while enabling universities and other educational institutions to better evidence student learning and teaching. His current research interests focus on personalised assessments, visualising educational data for research and policymakers, and international university co-operation.

Responsive Assessment: Understanding the learners' educational needs

Maria Makra

Metropolitan College (Peiraius Campus)

Language assessment is a field of continuous development with methodologies, practices and techniques evolving in the aim of adjusting and serving the learners' needs in the best possible way. Diversity & Inclusion permeate most recent teaching pedagogies as well as practices and the form of assessment researched and presented in this paper can be considered to adhere to these notions.

This presentation will focus on Responsive Assessment as an approach to academic assessment which redirects the focus from the expected and applied use of standardised assessment practices to understanding the educational needs of learners. Responsive Assessment is a form of assessment that offers a new insight into assessment as it can act as a springboard towards rethinking academic assessment and can remove any obstacles to learning standardised assessment may impose--including those blocking a learner's sense of dignity as a person who has knowledge and is capable of learning--and can serve as truly supporting people who learn.

The presentation will refer to the numerous benefits such a method of assessment may have for the learners with regard to their learning objectives, providing suggestions with regard to tools/strategies for its implementation. It will also refer to the positive aspects it may have for us teachers/assessors. The presentation will also try to focus on more specific questions such as a. What is culturally responsive assessment? and b. Can we have responsive assessment or culturally responsive assessment in standardised tests? In the end, it is expected that the audience will have a clearer idea of this form of assessment and they may be able to reflect on their own practices in the hope of us all becoming not only better assessors but better teachers as well.

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BIO. Maria Makra holds a B.A. in English Language & Literature from the University of Athens and an M.Ed in TESOL from the Hellenic Open University. She has been a teacher for 34 years, teaching all levels of English, focusing on adult learners both in Greece and in the UK (University of Birmingham) as a Teaching Fellow in the last decade. She has served TESOL-Greece both as a Chair (2014-15) and a Vice Chair (2013-14, 2017-18). She is currently the Head of the English Language Department at Metropolitan College (Peiraius Campus), occupying herself with curriculum design and test creation as well. She is also a Lecturer in EAP/ESP. She has co-authored the book "Η Αγγλική Γραμματική στα Ελληνικά" and she has participated and presented in numerous seminars and conferences in Greece, the UK and Cyprus. She examines B2-C2 levels of English for Cambridge and Michigan exams and she is occupied as a marker for Languacert, as well. Her field of research is evaluation, assessment and testing whether in ELT or the EAP sector. She is an affiliate member of EALTA & ALTE.

Promote Informal Formative Assessment practices in Higher Education through video analysis

Ira Vannini, Alessandra Rosa, Andrea Ciani

Alma Mater Studiorum Università di Bologna (Italy)

Abstract. This paper will present the theoretical and methodological framework, objectives and phases of a project of the University of Bologna aimed at promoting Informal Formative Assessment (IFA) practices in university teaching through video analysis methodologies. In line with the developments in teacher training approaches, the most recent literature emphasises the potential of video analysis in promoting the professional vision of teachers. In particular, by offering the opportunity for a "second-hand" experience of teaching through the immersion in authentic classroom situations captured in their richness and complexity, video analysis can foster the development of noticing and reasoning skills supported by a process of recursive interaction between theory and practice. In particular, the project used video analysis to train university teachers in the use of Informal Formative Assessment in the classroom. The IFA construct - The IFA construct - outlined within the project through the development of a system of indicators - was developed together with the University of South Australia and the University of California Irvine and is useful for accompanying university professors in the systematic observation of videos and in reflecting on one's own teaching practices.

The reference websites for me and for our project at the University of Bologna are the following:

https://www.unibo.it/sitoweb/ira.vannini/en

https://site.unibo.it/vahe/en

BIO Ira Vannini is a Full professor in Educational Research at the Department of Education Sciences "Giovanni Maria Bertin" of the Alma Mater Studiorum University of Bologna.

At present, her research activities (also in collaboration with Center of Research on teacher professionalism-CRESPI https://centri.unibo.it/crespi/it), both at national and international level, are focused on topics such as: assessment and evaluation in the school and in higher education contexts; formative evaluation research and curricular planning in school and in vocational training; studies on teacher training also using technics of video-analysis in classroom; educational innovation monitoring

in kindergarten, primary and secondary school; the relationship between teachers and school evaluation: use of formative assessment (mainly regarding mathematics teaching).

Providing feedback to enhance learning

Zoe Gavriilidou

Democritus University of Thrace

Feedback is a fundamental process promoting successful learning. It may be even more important in cases of not successful learning, because learning by trial and error is an effective path that leads to learning. Unfortunately, the assessment culture within Greek higher education institutions tends to reward only successful learning, and to equate not successful learning with failure (Gavriilidou, 2022). In cases like that, feedback takes the form of criticism when things go wrong, and praise when things go right. However, such practice may have a damaging effect on students' motivation (Race, 2000). The purpose of this presentation is to elaborate on how teachers' feedback may have a positive impact on students' learning whether successful or not. First, we discuss the pros and cons of oral and written feedback and offer an extensive list of types of it. Secondly, we focus on how students can make optimal use of feedback provided to them. Finally, we show how feedback is strongly related to learning outcomes, teaching methods and assessment in an 'assessment literate' institution.

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BIO. Zoe Gavriilidou is a Professor of Linguistics at the Department of Greek and f. Vice Rector of Academic Affairs and Student Welfare at the Democritus University of Thrace. From November 2013 to November 2017 she was Head of the Department of Greek. From December 2017 to August 2018 she was Dean of the School of Classics and Humanities at Democritus University of Thrace. She graduaded in 1994 from the department of Philology of Aristotle University of Thessaloniki. She had her D.E.A and Ph.D in 1995 and 1997 respectively from the University Paris XIII. She is author of the School Book of Greek Language Teaching for the second grade of Greek elementary schools and of various pedagogic materials. Recently she has been placed by the Ministry of Education as director of the Peripheral Education Center of Kavala and is member of the team which is responsible for the evaluation and reform of Greek language curricula of Greek primary schools or highschools. Zoe is the Coordinator of the Network of Greek University Centres of Teaching and Learning.

Tutoring at our University: students and teachers' perspectives

Monika Czyżewska and Magda Lejzerowicz

The Maria Grzegorzewska University/Warsaw/Poland

Abstract. The Maria Grzegorzewska University participates in two ministerial programs: "Masters of Didactics" and "Excellence in Didactics". In our presentation we want to talk about two innovations that were implemented in the University as the consequence of these programs:

1.	**the Tutoring Program**: the goal of it was to strengthen students' faith in their own ability to seek knowledge independently. We believe that with this program, we will shape a new culture of cooperation between academics and students (with an active and participatory role of students). Many of the achievements of our students prove the beneficial role of tutoring: our tutees are encouraged to make speeches at conferences, start educational start-ups to which they invite other tutees, they conduct research that is not obligatory, but helps them prepare for their future job. All this would not happen if it were not for the trust between the student and the tutor and the experience of joint and in-depth reflection. The development of the tutoring program has led to the emergence of a new culture of professional relations, manifested in new didactic initiatives. It was followed by the second initiative:

2.	**the Teaching Excellence Centre:** the Centre organized intensive training for teachers and tutors, the purpose of which was to establish "learning communities" of teachers (which focuses on self-education groups and supporting role of mutual feedback).

The outcome of these two innovative programs was building teacher-student and teacher–teacher relationships, which we believe is an investment for the great benefit of modern society.

Key Words: *tutoring, peer learning, didactics*

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BIO. Dr. **Magda Lejzerowicz is a** researcher in diversity, assistant professor in the Disability Studies Department at the Maria Grzegorzewska University in Warsaw. Her research interests include ethical, social and pedagogical aspects of inclusion systems, with a particular focus on education and rehabilitation of people with disabilities. Other research interests include tutoring as a collaborative learning process, empowerment in the educational process, cooperation between students and academic staff with attention to their own needs and well-being, stigma and social exclusion. Dr. Lejzerowicz is leading a research project Preparing polish school for inclusive education.

Session F

Academic development approaches, epistemologies and policies

Teaching in Higher Education: A framework for the support of academics' research and reflection on their teaching

Sofia Avgitidou

Professor of Pedagogy and Teacher Education, Aristotle University of Thessaloniki

Abstract. The aim of this presentation is to suggest a framework for the support academic teachers to study their own teaching and to enhance their reflection in order to improve it. This presentation is based on the action research paradigm and its proposed use in Higher Education, stemming from the need to value and improve our practice of teaching for the benefit of our students. It draws from a systematic reflective account of my experience as a teacher educator in different University Departments focusing on pedagogy and teacher education, from discussions with colleagues teaching in Departments of other academic disciplines and from relevant literature. The framework was constructed based on the following reflective questions: How can we use research to study our own teaching and relate its findings with our understanding, decisions and actions prior, during and after our teaching? How may our beliefs, expectations, theories of learning and employed practices affect the processes and outcomes of our teaching? How much are the educational processes we choose in our teaching related to the teaching of critical thinking in Higher Education? The proposed framework consists of several axes such as academic staff's beliefs and expectations, since they function as filters interpreting our understanding of teaching, learning processes, relationships with students, dealing with institutional and educational barriers and co-operation with colleagues. For each axis a set of reflective questions are presented that aim to enhance academic teachers' critical awareness, informed decision making and opportunities for their professional learning.

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BIO. Sofia Avgitidou is a Professor of Pedagogy and Teacher Education in the Department of Philosophy and Pedagogy at Aristotle University of Thessaloniki, Greece. She is a graduate of the Department of Early Childhood Education, Aristotle University of Thessaloniki and holds a D.Phil. from University of Sussex, UK. Her main research interests include initial and continuing teacher education, action research and professional learning, teaching in higher education as well as democratic and participatory practices in education. She has published her research in numerous academic publications and has run and participated in funded and non-funded projects related to her research interests.

Centres for Teaching and Learning (CTLs) in Higher Education in Hungary

Ida Dringó-Horváth, PhD

Head of ICT Research Center at the Károli Gáspár University of the Reformed Church in Hungary

Abstract. In recent years, higher education institutions both in Europe and worldwide have increasingly sought to digitise their teaching and research activities, and in this context, to improve both the technological environment and the digital pedagogical competences of their staff. The forced absence of face-to-face education due to the 2020 pandemic clearly contributed to making these developments a top priority. As a consequence, already functioning methodological support centres have experienced a significant increase in their roles, and their tasks and functions have been broadened. In other higher education institutions, where such centres didn't use to exist, new ones have been created to support digitisation and the development of digital competences. This presentation will provide an overview of this exciting ongoing process, with a detailed description of current practices in Hungary as an example. Out of 39 universities in Hungary, there are 13 universities with a functioning CTL. The findings of a questionnaire survey conducted among the leaders of the 13 units will be presented. In addition to discussing the position, role and core tasks of methodological centres in higher education, the main challenges facing these units will also be presented, as well as the support and cooperation opportunities available.

Taking into account emerging trends and international practice, the presentation will aim to outline the direction of development in this field: how will the effective development of digital competences in higher education be achieved in the future, especially given the growing role of AI?

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BIO. Ida Dringó-Horváth, PhD is a University associate professor, Head of ICT Research Center at the Károli Gáspár University of the Reformed Church in Hungary. Her research and teaching areas are linked to digital competence ans learning and teaching with digital technologies (EdTech), particularly in foreign language teaching and teacher training, but more recently in higher education as well. Since 2018 she is leading a complex training program for the development of digital competences of lecturers at the university.

University Pedagogy: A new challenge for higher education

Vretti Anthoula

MA Education and Human Rights & Social Policy

Abstract. In recent years, higher education has been at the center of national and European education policies. In the context of globalization and the effects of European education policy, universities are called upon to play a new role that often deviates from the Humboldtian model. The university over the years has always been linked to research and teaching, with research gaining more and more ground due to the prestige and importance attached to publications, and by extension the international ranking of universities and the attraction of funds. As early as the 1980s, the first tentative steps were taken to redefine the relationship between research and teaching.

This work is an attempt to investigate the field of University Pedagogy in Greek universities. In particular, we examined the external evaluation reports and the quality policies of the undergraduate study programs that have been posted in the departments of three Greek universities in order to examine whether European policies have affected the structure of the studies, but mainly we investigated whether the emphasis is on teaching and research. As can be seen from the analysis of the evaluation reports, research is a key mission of universities, great emphasis is placed on the evaluation of students as well as on the utilization of technology. However, there is little or no reference to teaching style, little support for academics to improve their teaching either through the use of audio-visual media or through exchange and reflection among academics, making teaching a solitary activity.

Keywords: higher education, University Pedagogy, Greece, pedagogical training, professionalization of higher education

Students'/candidate teachers' views on their transition from theory to practise through micro-teaching

Kafka Dimitra and Klada Nektaria

Department of Education School of Pedagogical & Technological Education (ASPETE)

Abstract. The purpose of this research is to record the views of students/candidate teachers of ASPETE on the opportunity provided by the theoretical courses taught in previous semesters to implement Microlearning in later semesters. Specifically, the research questions focused on whether the teaching of the Teaching Methodology and Educational Evaluation courses helped them to plan, organize and implement the microteaching sessions. First, we conduct a literature review of other studies on related topics, and then present the methodological framework of this study. Specifically, our investigation was conducted through semi-structured interviews with 12 students from different faculty departments under the interpretive paradigm and data analysis through the coding process. Finally, we present, in detail, the findings of the exploratory process and focus on the students' suggestions regarding teaching environments, which, in their opinion, would effectively contribute to their familiarity with the organization and implementation of microteaching. The findings may be particularly useful to academic lecturers and may contribute to the formulation of a new academic teaching perspective in order to make the students' transition from theory to practice more effective.

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BIO. Klada Nektaria is a Lecturer Department of Education School of Pedagogical &Technological Education (ASPETE). She has a Master of the University of Athens «Theory of Teaching and Evaluation», grade 9,18. She Graduated of the Department of Philosophy, Pedagogy and Psychology, Faculty of Philosophy of the University of Athens. Teaching subjects: Microteaching training (A.S.PE.T.E., 2002-), Educational Evaluation (A.S.PE.T.E.,1999 - 2004), Educational Research (A.S.PE.T.E.,1999 - 2004), Greek Secretariat and Drafting of documents (A.S.PE.T.E., 1999 - 2004). Scientific Interests: High Education Pedagogy, Research in Teacher Training methods,Teaching and Evaluation in the education.

BIO. Dimitra Kauka is a member of the Department of Pedagogy at the Pedagogical Department of A.S.P.A.I.T.E. She studied Political Sciences and Public Administration. She studied Pedagogy, obtained a Master's degree and a PhD in Humanities. She has taught at the University of Thessaly, has published articles in international and Greek journals and has participated in international and national conferences. Her scientific interests revolve around Pedagogy and Teaching Practice, History of Education, and Adult Education.

Neoliberal Higher Education Restructions, Job Satisfaction and Professional Development of Academics

Gioti Labrina

Asst. Professor of Adult Education, Aristotle University of Thessaloniki

Abstract. With the advent of the new millennium and especially after the international economic crisis, the neoliberal restructuring and the implementation of the memorandum policies in higher education in Greece have brought about continuous and significant changes and deterioration in the conditions and the ways of working of the members of the teaching and research staff of universities, a fact that has not been investigated at all. In related research, the context, conditions and working and collaborative relationships of the department, or the university in general, the time available, the pressure to develop and produce and publish research, the lack of funding, motivation and interest are among the most important obstacles to the professional development of faculty members. In this paper we present the findings of a quantitative survey conducted in 2022 among faculty members of the Aristotle University of Thessaloniki (AUTH) in order to determine their degree of professional satisfaction with working conditions and relationships, the adversities and pathogenic phenomena they encounter at the department or university level, the time available and the processes of their development as faculty members. A structured professional satisfaction (P.I.) questionnaire was administered to 1620 faculty members and answered by 331 (N=20.43%). The research findings revealed that workload, lack of time, stress on production of research work, working conditions and general issues of pathogenicity in academia have reduced professional satisfaction and worsened opportunities, and especially, motivation for further professional development. Parameters such as rank, gender, marital status, years of service and faculty influence their views in a statistically significant way.

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From the investigation of educational needs to the design of an introductory university pedagogy program at ASPETE

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Abstract. In the project "Development of a Teaching and Learning Center at the School of Educational and Technological Education (ASPETE)", the project team conducted a mixed method of research on the educational needs of the school's teaching staff. This study combines quantitative and qualitative data collected through the questionnaire provided by the horizontal action and personal interviews. In this paper, we present an introductory university pedagogy program that will be offered in late September and early October to ASPETE's faculty in two groups, one distance, and one face-to-face. This program results from the teaching staff's profiling combined with a relevant literature review and best practices from countries with long experience in University teaching, such as Sweden and Norway.

In this program, we focus on four pillars: 1) the psychological foundations of teaching and learning in higher education, 2) basic pedagogical assumptions, 3) teaching tools, and 4) technology-enhanced learning design (Goodyear et al., 2021; Ranieri et al., 2019). The functional synthesis of these pillars in an introductory university pedagogy program is a challenge for the professional development of higher education teaching staff that is necessary to cultivate a modern, effective, and efficient collaborative and co-creation relationship between teachers and students. For ASPETE, in particular, an additional goal and challenge is to achieve its dual specific mission, namely the study of engineering sciences on the one hand and the education of students as engineering teachers on the other.

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BIO. Andreas Oikonomou was born in Peristera, village of Central Macedonia (Northern Greece), in 1956. He possesses a BSc in Mathematics and a BSc in Psychology, MSc in Pure Mathematics (University "Pierre and Marie Curie", Paris VI, France), MSc in Didactic of Science (University "Denis Diderot", Paris VII, France), MSc in Psychology, and PhD in Science of Education. Dr. Andreas Oikonomou is professor of Psychology at the Department of Education at the Pedagogical and Technological School of Education, in Thessaloniki (discipline: Developmental Psychology and Educational Psychology: Theory and Practice). During his 38-year academic career in the field of Mathematics, Psychology, Pedagogy, University Pedagogy, Didactics of Science and Environmental Education, he has been involved in many national and European projects and has published numerous papers in peer review journals and chapters of academic books.

Kyparisia Papanikolaou is Professor of e-learning at the Department of Education of School of Pedagogical and Technological Education (ASPETE), Athens, Greece. She is a member of the newly founded Centre for Teaching and Learning in ASPETE. Her primary research interests are web-based learning and learning design, personalization in adaptive & intelligent learning environments, and teacher professional development focusing on technology-enhanced learning. She is head of the laboratory "Advanced Technologies for e-Learning Design" of the Department of Education of ASPETE (2020 - today). She has led projects funded by the EU & Ministry of Education, among others, for the development of Open Educational Resources for engineering education (Digital School II); for engineering teachers' training on the integration of digital technologies in the educational practice (B' level teacher training on ICT); for studying the design, implementation, and evaluation of blended learning scenarios in a teacher training context accommodating individual psychological characteristics (BleSTePsy). Kyparisia is an associated editor at the Educational Technology & Society (ET&S - https://www.j-ets.net/) journal and a member of the European Association of Technology Enhanced Learning (EA-TEL) and the Hellenic Scientific Society of Information and Communication Technologies in Education.

Iosif Fragkoulis is Professor of Teaching Methodology and Adult Education at the Department of Education of the School of Pedagogical and Technological Education (ASPETE). He is a member of the Teaching Staff and Coordinator of the Thematic Unit "Introduction to Adult Education" in the Hellenic Open University. In undergraduate and postgraduate study programmes he has taught courses related to teaching adult learners and the training of adult educators (Department of Education of ASPETE, Department of Educational Sciences and Social Work of the University of Patras, Department of Primary Education of the National and Kapodistrian University of Athens, Department of Educational and Social Policy of the University of Macedonia, Department of Biomedical Sciences of the University of West Attica). He has published a considerable number of papers in edited volumes and in Greek and foreign education journals in the field of teaching adult learners, education of vulnerable social groups, experiential and collaborative teaching methodology, mentoring, as well as in-company education and training.

Leonidas Gomatos is a Professor of Science and Technology Education at the Department of Education of the School of Pedagogical and Technological Education (ASPETE). He has studied Mechanical Engineering in the National Technical University of Athens and he has a Master's degree in Science and Technology Education, Université Paris 7- Denis Diderot and a PhD in Science Education, Université Paris 7- Denis Diderot. He is a member of the newly founded Centre for Teaching and Learning in ASPETE. He has taught courses regarding Teaching Methodology and Science Education in undergraduate and postgraduate programs in ASPETE, in the Hellenic Open University, in the University of Western Attica and in the Aix-Marseille University as visiting professor. His main research interests are Science and Technology Education, Initial Vocational Education and Training as well as Teachers' Preparation and Training. He has led projects on behalf of ASPETE funded by the EU regarding Education on Sustainability Issues: GreenSkills4VET (2016-2018) and WAFLE (Water Footprints Literacy Education, 2022- to date).

Natassa Raikou is Assistant Professor in Pedagogy at the University of Thessaly and Adjunct Professor in Adult Education at the Hellenic Open University. She was awarded with 'Heraclitus II' scholarship for her Ph.D. dissertation on Transformative Learning in Adult and Higher Education. She has a long teaching experience in higher education and teachers' training programs, with more than seventy publications in international and Greek journals. She is a reviewer in three scientific journals and a Review Editor of the Adult Education Critical Issues journal. She is also a member of several international and Greek scientific networks, such as the European Society for Research on the Education of Adults, International Transformative Learning Association, Hellenic Adult Education Association, Hellenic University Pedagogy Network, etc. Her research interests include university pedagogy, transformative learning in higher education, art and critical reflection, teachers' education, adults' skills development, cognitive & developmental psychology in adulthood. In 2016 she was awarded by the Hellenic Adult Education Association for her published paper in the Journal of Transformative Education.

Session G

Experiential and reflective pedagogy

The thematic laboratory weeks at Early Childhood Teacher Education Department: a practice aimed at the experiential and reflective teacher education.

Androusou, A., Agalianou, O., Askouni, N., Charavitsidis, P. and Sfyroera, M.

University of AThens (EKPA)

Abstract. The lecture concerns the pedagogical orientation of an alternative teaching practice in the context of university teacher education and its evaluation on the basis of continuous formative assessment. These are the Thematic Laboratory Weeks that have been organized at Early Childhood Teacher Education Department since 2005, a compulsory optional course for third-year student-teachers. The aim of this alternative course is for the students to participate and cooperate in workshops and through various occasions (films, theatrical and artistic events, role-playing games and simulations) a specific educational issue such as Differentiated Pedagogy, Social Inequalities in Education, Intercultural Education, etc. We will present a) the parameters that make up this alternative perspective in the context of university teacher education (interdisciplinary approach, interconnection of pedagogical theory and educational practice, cooperation between academics and teachers in the perspective of reflective understanding of educational practice) and b) the data that reveal the way in which the student-teachers employ the specific educational process in the context of their university studies and their pedagogical training and consequently their professional development.

Keynote: *thematic laboratory week, early childhood, teacher education, experiential education.*

BIO. Alexandra Androusou, , Ph.D., is a Professor in Teaching Methodology and Educational material in the Early Childhood Education Department of the National and Kapodistrian University of Athens, Greece (1997-today). He has studied at Athens University, Paris (University of Paris V - René Descartes). He has got his Phd with Distinction in Psychology of Education, University René Descartes - Paris V. She has worked as a Temporary Lecturer, (Department of Psychology – University of Crete (1992-1995) & Early Childhood Education Department of the National and Kapodistrian University of Athens (1995-1997)). His research and writing focus on teaching practices, teacher education and education of minority groups and refugees. She also deals with the development of educational materials for children in electronic and conventional form and she produces educational materials for teachers such as website www.kleidiakaiantikleidia.net She has written and edited books and articles in Greek and English journals on education of minority groups and refugees, teacher development, Sciences of Education, Practicum in teacher education and

educational material.

Students' engagement in research as part of their requirements for a seminar course.

Dr. Nectaria I. Liodaki

Teaching Staff, Department of Philosophy and Social Studies, University of Crete, Greece

Abstract. In this case study we portray how students are engaged in conducting research in a participatory manner. In our seminar course we link social theory (Layder 1994, Waters 1994) and research. This is a student-centred course, since our aim has been to engage students as equal partners (O'Shea 2018, Dai & Matthews 2022, Matthews 2018, Holen, Ashwin, Maassen & Stensaker 2021, Healy, Flint & Harrington 2014, Bonney 2018) in active learning. Thus, the students and the course instructor (myself) form a research team and work all together (Lubicz-Nawrocka 2018). Students are instructed and expected to equally participate in this research team and learn actively. They are taught and trained in all stages of scientific research and writing a research report (Gilbert 1993, Robson 1995, Lester 1993, Bell, 1999). In the early stages of the seminar development they have also been involved in constructing the research technique, conducting pilot research and other research processes.

Our students were not used to working as a group prior to this course. Despite this lack of knowledge and experience and after a period of training in the beginning, team spirit is gradually developed and good practices are finally shared amongst the research team. During this seminar course the research team discusses issues the students have been confronted with. At the end of the course students are asked to assess the course and the course instructor. The feedback I have received by this assessment has been rewarding and students often comment that they actually acquired knowledge on theory and research in this course, which they do not forget in time.

Keywords: *Students as Equal Partners, Student-centred Learning, Active Learning, Research and Teaching Nexus: Teaching-Based Research or Research-Based Teaching.*

BIO.Nectaria Liodaki was born and raised in Rethymno, Greece. She started her tertiary education in Canada and has studied Pedagogy and Sociology of Education in Greece and the U.K. She has taught at the University of Crete, the Aristotle University of Thessaloniki, the Hellenic Mediterranean University and for the past eight years she has been member of faculty at the Department of Philosophy and Social Studies at the University of Crete. Her research interests and publications include university graduates' employment, educational policy, research methodology and initial teacher education

Student-centered education as presupposition to child-centered education: A case study of trainee pre-school teachers

Sofia Nikolidaki

University of Crete, Preschool education

Abstract. According to child-centered education, children learn better via action, play, and when their needs and interests are addressed (Essa 1999; Chung & Walsh 2000; Tzuo et al 2011). If child-centered education is sought, trainee teachers must have firsthand experience with such a model during their studies. The aims of this study were to: a) investigate students' pre-and post-course views towards child and student-centered education and b) engage students in actively developing and participating in their learning about methodological concerns in kindergarten teaching.

Regarding the methodological framework, students were asked to:

(a) fill in an informal questionnaire in which they were asked to define what it means to be a child, what it means to be a teacher, whether they would like to become teachers and what they would like to learn regarding their practice in kindergartens.

b) Complete a similar questionnaire at the end of the academic semester explaining whether their expectations were met, suggesting ways to improve the learning outcomes of student practice, and evaluating both their contributions to the classroom and their tutor's efforts to incorporate student needs and interests into laboratory instruction.

c) Collaborate with the tutor in designing the areas in which students most want to gain expertise.

Using the method of content analysis (Merriam & Tisdell 2016; Cohen et al 2008), the findings show: a) in which areas the students mainly wanted to acquire expertise, b) how students and tutor collaborated to design the content of the laboratory lessons, and c) students' reflections upon their lesson experience.

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BIO. Sofia Nikolidaki is a lecturer (EDIP) at the Department of Preschool Education, University of Crete. She has two BA and two MA degrees with honours in Preschool Education and Philosophy (University of Crete). She also holds a Ph.D. focusing in Philosophy for children (P4C) (University of S.Wales) sponsored by the Academy of Athens. She has received SAPERE's official training on P4C and further philosophical training at the universities of Montclair State (USA), Strathclyde (Scotland) and Oslo (Norway). She has worked for many years as a preschool teacher and a P4C practitioner in Greek and British public schools. Her research and publications focus on preschool education, philosophy for/with children, children's critical and creative thinking, students' practice in kindergartens and teachers' facilitating skills within a community of inquiry. She writes stories for children and theatrical plays, some of which have been praised and published.

Working with student agencies, embodiment and affect in teaching and learning

Tamara Shefer

Professor, Department of Women's and Gender Studies, Faculty of Arts, University of the Western Cape, Cape Town, South Africa

Abstract. Higher educational institutions globally are characterised by centuries of a colonial, patriarchal project pivoting about the cartesian dualism, in which bodies and affect are unintelligible and erased. Decades of feminist and critical scholarship have challenged the exclusion and marginalisation centre people and knowledges, evident at multiple levels in the material and symbolic spaces of higher education. Arguably, the insidious and hegemonic extension of neoliberal capitalist values and practices to the university in the form of commodification, consumerism and bureaucratization further bolsters the loss of embodied agency and relationality. In the South African context, notwithstanding nearly 3 decades of the post-apartheid democracy, higher educational institutions are characterised by multiple forms of discursive and material difference and inequalities, both inside the institution and in larger social context. There has been an increased move in this context to engage alternative pedagogical practices, in particular those that work with embodiment, affective and subjectivities in the classroom. It is against this backdrop that this paper shares some examples of creative, innovative and experimental student-centred pedagogical practices are directed at inclusion, safety, belonging while centering student knowledges which work through and across alternative modalities foregrounding embodiment, affect, ethics of care, response-ability and relationality. These include the participatory-action research of photo-voice and transversal collaborations across the knowledges of scholarship, art and activism.

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BIO. **Tamara Shefer** is Professor of Women's and Gender Studies in the Faculty of Arts and Humanities at the University of the Western Cape, Cape Town. Her scholarship has been directed at intersectional gender and sexual justice, with particular emphasis on young people. She is currently engaged with re-conceptualising academic knowledge with emphasis on embodied, affective, feminist, decolonial pedagogies and research, including collaborations across art and activism and thinking with oceans and water. Most recent books include: A feminist critique of sexuality education for gender justice in South African contexts (with S. Ngabaza, 2023, CSA&G Pretoria University); Knowledge, Power and Young Sexualities: A Transnational Feminist Engagement (co-authored with J. Hearn, 2022, Routledge); and Routledge International Handbook of Masculinity Studies (co-edited with L. Gottzén & U. Mellström, 2020). She is also co-editor (with V. Bozalek & N. Romano) on a volume in press entitled Hydrofeminist thinking with ocean/s: Political and pedagogical possibilities (Routledge).

Lessons and Reflections on Reflective Pedagogy from my 20-year Journey at a Greek Public University System: A New Paradigm of Reflective Thinking in Preparing Wholesome Citizens for Life.

Anastassios Matsopoulos, Ph.D.

Associate Professor of School Psychology, Certified School Psychologist in the US, Greece and Cyprus.

Abstract. This paper adopts a critical approach into the Greek Higher Education system and offers insights and practical suggestions towards improving Higher Education in terms of teaching and instruction promoting quality learning for all students. This presentation takes into consideration the Greek Higher Education system but will make cross-cultural comparisons between European and US higher education systems and it will underline how Reflective Pedagogy can be promoted and supported in a meaningful way. The Reflective Pedagogy approach asks for new paradigm of reflective thinking and thus reflective living for all students. A model of teaching founded in this critical pedagogy approach is participatory and collaborative in nature and aims to motivate students to become active protagonists of their own learning rather than passive listeners of information. Furthermore, the Reflective Pedagogy approach aims in preparing wholesome citizens for life, promoting critical abilities to evaluate information, synthesize information, valorize information and originate new ideas and applications of new knowledge. The final aim of this new paradigm among other things is to educate reflective practitioners in all fields and especially in education, psychology and the social sciences.

BIO. Professor Matsopoulos is a permanently certified school psychologist in New York State, US since 1991 and has worked as full time school psychologist at the Schalmont School District, Schenectady, New York. He is also a certified school psychologist in Greece and Cyprus. He has taught as full-time faculty at The College of St. Rose, NY and the Psy.D. of the Fairleigh Dickinson University in NJ, US for many years before returning to Greece. Currently is an Associate Professor of School Psychology at the University of Crete (Greece), Depart. of Preschool Education. He is the Director/Scientific Coordinator of School Psychology Research Unit at the University of Crete Research Center (UCRC). Prof. Matsopoulos has extensive experience with European programs experience. He has extensive experience with European programs such Horizon, Erasmus+. He is currently the Scientific Coordinator for the University of Crete of an innovative Erasmus Mundus Joint

Master entitled "Resilience in Educational Contexts" which is implemented in conjunction of four European Universities. In the last 30 years, Dr. Matsopoulos has trained school psychologists, teachers and preschool teachers in countries such as Latvia, Canada, Cyprus, Greece, Italy and USA. In addition, Dr. Matsopoulos has been working as international consultant to research projects in India, Peru and Brazil.

Dr. Matsopoulos' scholarly interests are focusing on prevention science, resilience, parent training, teacher consultee-centered consultation, early intervention and international school psychology. Also Dr. Matsopoulos has published in school readiness and preschool children as well as teacher evaluation. Professor Matsopoulos is a co-author of the "RESCUR-Surfing the Waves: A Resilience Curriculum for Early Years and Primary Schools". He has co-edited with Prof. Suniya Luthar a special issue "Parents, caregivers, educators: The forgotten stakeholders in the discussion of Resilience_An international perspective (2020). His latest book is entitled Growth Resilience Ecosystemic Consultation (G.R.E.CO) for Teachers (2022). Since 2017, Dr. Matsopoulos is the Chair of the International School Psychology Association interest group "Parent Education and Family Resilience". Finally, he is the Acting President of the Hellenic School Psychology Association-HASP (2021).

Saturday WORKSHOP

Using informal learning techniques and methodologies in the formal STEAM learning process

Iasmi Stathi1*, Olga Berdiaki2, Stavroula Christodoulopoulou2, Evridiki Eseridou2, Charalampos Fassoulas1, Panagiotis Georgantis2, Panagiotis Georgiakakis1, Elina Houdetsanaki1, Zoi Liantraki2, Zoi Mavritsaki2, Niki Paximada2, Alexandros Stamatakis3.

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2.	*Exhibition Halls, Natural History Museum of Crete, University of Crete, Sofoklis Venizelou Av., GR71202, Iraklion, Crete, Greece.*

3.	*Institute of Computer Science, Foundation for Research and Technology, Irakleion, Crete, Greece; Heidelberg Institute for Theoretical Studies and Dpt of Informatics, Karlsruhe Institute of Technology, Germany.*

Abstract. Learning science in informal environments (science centers, science museums and archives) is achieved by implementing a wide range of activities such as attending informal educational programs, visiting science museums, participating in field trips, science camps and citizen science projects, etc.

In the Natural History Museum of Crete-University of Crete, we specially design and implement several activities for schools, which help students learn science actively and vividly and at the same time enable teachers to teach science in an attractive and student-friendly way, thus enhancing the STEAM (Science, Technology, Engineering, Arts and Mathematics) learning in school.

In NHMC-UoC's educational projects, we encourage teachers to use informal learning techniques and methodologies in the learning process, mainly based on Inquiry Based Learning, covering several science topics. In this workshop, we will cope with topics within the school curricula, such as Biodiversity (become a Biologist-Taxonomist and try to identify several organisms), Evolution (game-based learning), Geology and Natural Phenomena (museum kit approach), and Natural Ecosystems (use of Virtual Reality technologies).

With this workshop we attempt to emphasize the necessity of the collaboration of formal education and informal learning environments, following the statement by Kim and Dopico (2014): "Given that students learn science by crossing the boundaries of formal and informal learning contexts, it is critical to examine ways of integrated and collaborative approach to

develop scientific literacy to help students think, act and communicate as members of problem-solving communities.".

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BIO. Dr Iasmi Stathi holds a PhD in Ecology and Phylogeography of Scorpiones (Arachnida) and she is the scientific responsible for the scorpions' collection of the Natural History Museum of Crete-University of Crete (NHMC-UoC). Since 2016, she has been working as a Laboratory Teaching Staff at the School of Sciences and Engineering of the University of Crete. Since 2006, she has been a member of the NHMC-UoC's Education team, participating in the development of learning activities that connect formal, non-formal and informal education (educational pathways and workshops for schools, educational packages on environmental education, summer schools and training seminars) and recently she has been promoted into Head of Education of NHMC-UoC. She is a member of the National Accreditation Centre for Continuing Vocational Training, as a trainer for adults. She has 25 years of experience in Research projects and 20 years in Educational Programs, Training for Lifelong Learning Education and Education Research and Development. She has participated in 22 European/National funded projects and 20 International/European Conferences. She has 28 scientific publications in refereed journals, 6 publications in Greek, 3 participations in book translations from English to Greek and 9 booklets with practical/lab exercises for University students.

BIO. Olga Berdiaki has studied as a preschool teacher and museum educator. She decided that she could combine her knowledge and organize educational activities for children and families, in museums and other places. Thus, after visiting museums and educational places in Athens and Heraklion, she gained experience and knowledge in theatrical play, constructions, puppetry, shadow theater, storytelling, organizing children's parties, children's summer camps (indoor and outdoor) and of course in setting up and enlivening educational programs in museums of Athens and Crete. Since 2001, she works in the Exhibition Halls of NHMC-UoC, designing and implementing numerous programs, events for families, educational packages, summer programs for children, festive workshops, puppet theater and much more. Her goal is to make the visit to the museum an exploration, the learning a game and the memories a supply for new adventures.

BIO. Stavroula Christodoulopoulou began her studies at the Biology department of the University of Patras in 2001. In 2006 she additionally took her Bachelor's Degree in Music, Piano-Harmony. In 2009, she obtained a Master's Degree in "Ecology - Management and Protection of the Natural Environment". From 2007 to 2016 he carried out an auxiliary research project in the laboratories of the Zoology and Ichthyology courses, in the Biology Department of the University of Patras and in the Fish Biology laboratory of the University of Crete. In 2016 she organized and taught at the Summer School of Thalassocosmos - Cretaquarium, for children from 5-12 years old. The following year she begins her collaboration with the NHMC-UoC performing educational programs and with the Lab Education Music School Conservatory as a teacher of the music pre-education system. She knows

English, French and Spanish and has participated as a volunteer in Arcturus and WWF actions. For a year now, she has been a radio co-producer at Kokkino Crete 88.4 fm, on the show "Stone Memory", she is learning percussion, practicing diving and exploring caves.

BIO. Evridiki Eseridou studied at the Department of Forestry and Natural Environment of Aristotelian University of Thessaloniki and graduated in 1994. Since then she practiced the profession of Forester researcher of forestry projects in the forest archives of Macedonia, Samos and Crete. She was employed as the head of airborne forest firefighting forces in Attica. She participated in various conferences and seminars. Her love for the natural environment brought her in contact with the Natural History Museum of Crete, with which she collaborated for the first time in 1997 as a volunteer at the periodic exhibition in Chania. In the first NHMC-UoC's permanent exhibition she was employed as a contractor. After 2001 she participated in various research and applied programs of the NHMC-UoC. In 2004, as a Forester of the Forestry Department of the Region of Crete, she collaborated with the NHMC-UoC implementing actions for the protection of the Vultures and the biodiversity in Crete, in the framework of the Life-Nature 2002 program. Since 2010 she has been employed as a guide at the NHMC-UoC exhibition halls. At the same time, she supports the pedagogical team of the museum in the planning and implementation of educational programs and other activities. She enjoys animating and guiding children in building, painting and crafting inspired by the natural environment. She speaks fluent English and a little Russian.

BIO. Dr Charalampos Fassoulas is curator of the Geological and Paleontological collections at the Natural History Museum of Crete and Special Teaching staff of the University of Crete, he holds a diploma in geology and a PhD thesis in structural geology and neotectonics. C.F. is the Director of Psiloritis Geopark, a member of UNESCO Global geoparks Council, and member of EGN Coordination committee since 2001. He is also Vice Coordinator of European Geoparks Network; Vice catalyst of Geohazards working group of GGN; Coordinator of Hellenic UNESCO Geoparks Forum; and Member of the Committee on Geoparks of the Hellenic National Commission for UNESCO. He is member of many International and Greek geological and environmental Associations and Societies. He has contributed as coordinator or researcher in more than 30 scientific and applied projects, and in many studies related with geology, geoconservation, geomorphology, geo-hazards, and rural development. He is author or coauthor in more than 60 articles in peer reviewed journals and publications and has participated in many congresses and meetings with about 90 abstract presentations.

BIO. Panagiotis Georgantis is a biologist with an MSc degree in Environmental Biology and Management of Ecological Resources. Since 2008, he works at the exhibition halls of the Natural History Museum of Crete – University of Crete (Iraklion - Greece), as a museum educator and producer of educational programmes. For the period 2019-2022, he worked as an explainer and senior explainer at the Science Museum (London - UK). In his spare time, he likes hiking, playing theatre, and chess. He is a founding member of the Greek Malacological Society. He has a keen interest in game-based learning, experiential learning, community outreach, and in the use of new

technologies in education.

BIO. Dr Panagiotis Georgiakakis has studied biology in the National and Kapodistrian University of Athens. From 2000 has moved to the University of Crete (UoC) where he studied the "Feeding Ecology of Cretan Bats", and the "Geographical and elevational distribution, acoustic identifica-tion and ecology of Cretan bats". Currently, he is affiliated to the Natural History Museum-University of Crete (NHMC-UoC), working on funded scientific projects. Furthermore, NHMC consists his research home, hosting his scientific bat collection (whole specimens, tissue sam-ples, bones etc.) and the National Database of Greek Bats he has developed with his col-leagues, with several thousands of records from the 18th century to present. His research interests focus on the distribution, ecology and phylogeny of bats on Greece and Cyprus. Since 2001, he has developed collaboration with many European research institutions. He is the Scientific focal point (member of the Advisory Committee) of Greece to UNEP/Eurobats (Agreement on the Conservation of Populations of European Bats) and Mem-ber of the Bat Specialist Group of the IUCN Species Survival Commission. He has worked in numerous research and conservation projects in Greece and Cyprus and he has published his work in a variety of research Journals and books. He has acted as a reviewer in the Journals "Behavioural Processes", "International Journal of Wildland Fire", "Mammalian Biology", "Mammalia" and "Remote Sensing in Ecology and Conservation". He has been an active caver since 1995 and he has explored and repeatedly surveyed several caves on Crete and the rest of Greece. On a voluntary base, he has also participated in the paleontological excavations of the NHMC-UoC.

BIO. Eleni Choudetsanaki studied in the Department of Early Childhood Education of the National and Kapodistrian University of Athens. She has worked as a preschool teacher in private nursery schools for six years (2007-2013). Along the way she was trained in theatrical play and 7 years (2014-2021) she was employed as an animator of theatrical play and at the same time she was designing and implementing educational activities within an interdisciplinary approach. Since 2019 she has been an external collaborator to NHMC-UoC participating in European projects developing educational activities through Inquiry-Based Learning methods for primary and secondary school students. Some of her tasks are the following: a) searching for bibliographic data from national and international sources b) planning and developing digital educational training activities, for distance and live education of adults and children, on subjects such as the natural phenomena and disasters and the climate change) the planning and organizing informational meetings and workshops of the project d) drafting project reports e) translation of educational material from English to Greek and vice versa f) voluntarily contribution on the educational programs of the museum for preschool children.

BIO. Zoi Liantraki is an Agricultural Technologist, with a master's degree from the Plant Production department of the Hellenic Mediterranean University of Crete. She specializes in Entomology and Ecology, having participated in oral and written presentations at National and International Scientific Conferences. Her first contact with the Natural History Museum of Crete was in 2011 as part of her six-month internship as a student at the Arthropoda Laboratory. Since 2012, she has been working at the Exhibition Halls of NHMC-UoC, participating in the organization and implementation of educational

programs, having been trained in Museum education. In addition, she has undertaken part of the embalming of the insects and other arthropods of the "Biodiversity and Geodiversity of Crete" exhibition.

BIO. Zoe Mavritsaki studied Biology at the University of Crete. In January 2014, she was employed in the Hydrobiology laboratory of the Natural History Museum of the University of Crete-Unversity of Crete (NHMC-UoC), as part of a research program for the study of the ecological situation of the water reservoirs of Crete, and in the 2015-2016 school year she taught Physics and Biology at the social tutoring center of the municipality of Heraklion.Since February 2017, she has been working at the Exhibition Halls of the NHMC-UoC, mainly as a specialized educator of informal education in educational programs and children's events, as a tour guide and guard in the museum halls and sometimes as a reception and sales executive.

BIO. Paximada Niki completed her studies in the Department of Marine Sciences at the University of the Aegean.She studied for six months at the Center d'Oceanologie de Marseille with an Erasmus scholarship. In 2011 he completed the Postgraduate Specialization Program in Environmental Biology at the University of Crete. At a research level, she dealt with the macrofauna of the deep sea. From 2004 to 2008 she participated in research activities of the Hellenic Center for Marine Research (HCMR). In 2008 he collaborated with the Aquarium of Crete-Thalassocosmos and the NHMC-UoC as a guide and participating in educational programs. Since 2018, she has been a staff member of NHMC-UoC's Exhbition Halls as an Exhibition Space Manager and as a museum educator and guide. In 2020, she enriched her studies with the Pedagogical Training Certificate from the Higher School of Pedagogical and Technological Education (ASPAITE) and with the Special Education Certification from the University of the Aegean. He has scuba diving degrees and an open sea sailing certificate.

BIO. Alexandros Stamatakis, Full Professor of Computer Science, Karlsruhe Institute of Technology, Germany/Research group leader, Heidelberg Institute for Theoretical Studies, Germa-ny/Affiliated Scientist, Evolutionary Genetics and Paleogenomics (EGP) lab, Institute of Molec-ular Biology and Biotechnology, Foundation for Research and Technology - Hellas (FORTH), Irakleio, Crete, Greece.Alexandros (Alexis) Stamatakis studied computer science at TU Munich and ENS Lyon (with internships in Athens, Paris, and Madrid). In 2001 he received his diploma in computer science from TU Munich. In 2004 he received his PhD (also at TU Munich) for work on algorithms and parallel computing for phylogenetic inference (reconstruction of evolutionary trees using DNA data). He continued working in the area of evolutionary Bioinformatics and parallel computing as a PostDoc at the Institute for Computer Science in Heraklion Greece (2005-2006) and at the Swiss Federal Institute of Technology at Lausanne (2006-2008). In early 2008 he returned to Munich to start his own independent junior research group (DFG Emmy-Noether grant), initial-ly at LMU and then at TU Munich. In fall 2010 he moved to the Heidelberg Institute for Theo-retical Studies (HITS) to start his new job as permanent research group leader of the scientific computing group that also entailed the management of the entire IT and HPC infrastructure at HITS until July 2013. In summer 2012 he was appointed as full professor at the faculty of com-puter science of the Karlsruhe Institute of Technology.

This appointment is in conjunction with his position at HITS. From 2012-2017 he also held an appointment as adjunct professor at the Dept. of Ecology and Evolutionary Biology at the University of Arizona at Tucson. In April 2021 he was appointed as affiliated scientist of the Evolutionary Genetics and Paleogenomics (EGP) lab at the Institute of Molecular Biology and Biotechnology, Foundation for Research and Technology Hellas located in Heraklion, Crete, Greece. He was listed on the 2016, 2017, 2018, 2019, and 2020 ISI Web of Science (Clarivate Analytics) highly cited researchers lists for the field of computer science (2016, 2017) and under the new category cross-field (2018, 2019, 2020). His main research interests are algorithms, parallel computing, parallel architectures and evolutionary Bioinformatics.

Sunday Sessions 17 September 2023

Sunday 17th September 2023			
9.00-9.50 **Plenary Δ7**	Keynote Speaker **Marina Di Carro,** Associate professor, Department of Chemistry and Industrial Chemistry, Genoa,Italy **Flipping a course with Team-based Learning: the experience in a Bachelor's program in Chemistry**		
	Session A Delta Δ7 Lecture theatre **Higher Education challenges in the Digital Era** Session Chair: Eleni Papadogiannaki, University of Crete	**Session B Room B1-15** **STEM and Interdisciplinarity** Session Chair: Dorothea Ellinger, ECIU University, Technische Universität Hamburg	**Session C Room B1-26** **Identity perceptions and development in Higher Education** *Session Chair* *Chrisi Boughey, Rhodes University, South Africa*
10.00	**The Future of Higher Education: Critical Thinking In The Era Of Artificial Intelligence** Sabina Vaňková, Veronika Nálepová Czech Republic	**Towards a Pedagogy of Well-Being in STEM Disciplines and Fields** *Prof. Chris Winberg* Professional Education Research Institute, Cape Peninsula University of Technology, Cape Town	**Affirming Student Identities** Professor Chrissie Boughey Dr Eugene Grosch Rhodes University, South Africa
10.20	**Humanizing Online Teaching to Equitize Higher Education** Vicky Papageorgiou EFL/EAP Lecturer, University of Athens	**Collaborative and project-based learning as a pedagogical strategy** Silviano Rafael Polytechnic Institute of Setúbal, Portugal	**Reconfiguring academic development through feminist new materialist and posthuman philosophies** *Vivienne Bozalek* University of the Western Cape Rhodes University
10.40	**Gamification of pedagogical experience: The case of Object-Oriented Programming** Paula Miranda, Polytechnic Institute of Setúbal, Portugal	**Change laboratories as an educational development tool** *James Garraway, Janet Purcell van Graan* Professional Education Research Unit at the Cape Peninsula University of Technology, Cape Town	**Gender stereotypes; teacher views, attitudes, and manifestations regarding ways of managing gender inequality in the school environment.** Maria Vlachadi, PhD, Lecturer, Dep. of Political Science, and Olga Tzimopoulou, MSc, Philologist, University of Crete
11.00-11.30	*Coffee, Biscuits & Cakes*		

	Session A continued High.Ed challenges in Digital Era Session Chair: Vlachadi Maria, University of Crete Delta Δ7 Lecture theatre	Session B continued STEM and Interdisciplinarity Session Chair: Marianna Kalaitzidaki Associate Prof. Biology & Env.l Education, Department of Primary Education, UOC Room B1-15	Workshop Seminar Room Rooms B1-26 and B29a
11.30	**Improving student satisfaction, engagement and attainment using asynchronous and blended instruction: Lessons from COVID** *Jishan Uddin, Hertfordshire University Business School, UK*	**Students' perception regarding the integration of novel educational modalities in the laboratory exercises of gross anatomy** Ioannis Koliarakis1, Christos Tsitsipanis, Evangelos I. Kritsotakis, Emmanouil Diamantakis, Evridiki Kokkinaki, John Tsiaoussis, School of Medicine, University of Crete	**Parallel Workshops** **Room B1-26** **Implementing Student-Centred Teaching and Learning In The University Settings** Mirna Varga PhD, EAP instructor J. J. Strossmayer University of Osijek, Croatia Room **Room B1-29a** **DESIGN OF STUDENT–CENTRED & INCLUSIVE LEARNING ENVIRONMENTS IN HIGHER EDUCATION** Athanasia Kokolaki, University of Crete Eleni Botzaki, University of Crete
11.50	**Integration of digital tools in students' STEM education at the tertiary level,** Nikos Kapelonis, Dimitis Stavrou, Emily Michaildi University of Crete	**Adding a 'place' to the University teaching. Reflections from an Environmental Education course** Marianna Kalaitzidaki Associate Professor Biology & Environmental Education, Department of Primary Education University of Crete	
12.10	**Issues and challenges re: digital equity and readiness of humanities students, through training courses in undergraduate curriculum: an applied case study.** Alexandros G. Maridakis University of Crete	**What kind of learning leads to the development of mathematical thinking?** Marinos Anastasakis, Post Doc Researcher, Department of Primary Education, School of Education, University of Crete Manolis Dafermos, Professor of Epistemology, Department of Psychology, School of Social Sciences, University of Crete	
12.30	**Mathematics learning through flipped classroom** Júlia Justino, Polytechnic Institute of Setúbal, Portugal	**How remote emergency teaching changed student learning and pedagogical practices in a STEM discipline** Simon Winberg, Professional Education Research	

12.50-13.10	**Sunday Poster presentations** Utilizing the theory of Constructionism in Teacher Education: the relationship between Constructionism and Micro-teaching *Nektaria Klada* Depart. of Education, School of Pedagogical & Technological Education (ASPETE) A.I. and the 7-Step Writing Process: Ways to Increase Integration or Ways to Make Writing More Resistant to ChatGPT Brent A. Anders & Syuzanna Sahakyan, American University of Armenia Practical Teaching Exercises (PAD) in Higher Education as a shaping factor for future professional teaching identity in undergraduate students Vera Pavlou and Katerina Larentzaki, Higher School of Pedagogical and Technological Education (ASPAITE) Wild swimming methodologies: some thoughts from South African contexts Tamara Shefer and Vivienne Bozalek, Women's and Gender Studies, University of the Western Cape
13.10-14.30	Lunch

14.30-15.45 14.30	**Parallel Session D** **Higher Education pedagogies in Language Teaching** Session Chair: Liodaki Nektaria, University of Crete **Delta Δ7 Lecture theatre**	**Parallel Workshops 14.30-15.45**		
14.30 14.50	**Shift in the Conceptualisation of Language, Language Use and Language Education: The Action-Oriented Approach** Evelina Jaleniauskiene, Faculty of Social Sciences, Arts and Humanities, Kaunas University of Technology, Lithuania **Digital Storytelling in Action Research: teachers' challenges in supporting**	**Workshop: Room B1-15** **Fostering cultural change in higher education through strategic campus alliances** Sonja Buchberger, PhD, University of Vienna, Katalin Dósa, PhD, Corvinus University of Budapest. Gabriela Pleschová, PhD, Comenius University, Jitka Vidláková, PhD, Masaryk University	**Workshop: Room B1-26** **Reflection and discussion about teacher training in international cooperation in education** Dr. Dorothea Ellinger and Siska Simon, ECIU University, Technische Universität Hamburg	**Workshop Room B1-29a** **Digital readiness and digital equity in Higher Education: two concepts in dialogue** Galanaki Maria, PhD Candidate, University of Crete Gaki Irini , PhD Candidate, Department of Primary Education, University of Crete

15.10	**refugee and migrant students for their inclusion.** Lazaros Lamprou, Nektaria Palaiologou, Irini Kassotaki School of Humanities, Language Education for Refugees and Migrants (LRM) Programme, Hellenic Open University, Patras, Greece **Reconsidering the Teaching of Classical Languages** Eleni Papadogiannaki, University of Crete			
15.45-16.45	**Round Table discussion Room B1-26** International Alliance of Teaching and Learning Centres, Faculty development Units and Innovation Centres: Future trajectories and synergies			
17.00	Trip/tour to Local Winery (Wine tasting)*		*Optional Event. Not included in the registration pack	

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
**Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση**
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

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2014-2020
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Marina Di Carro, Assoc. Professor
Associate professor of Analytical Chemistry
University of Genoa

**"Flipping" a course with Team-based Learning:
the experience in a Bachelor's program in Chemistry**

"Flipping" a course with Team-based Learning: the experience in a Bachelor's program in Chemistry

Sunday KEYNOTE SPEAKER Marina Di Carro

Associate Professor in Analytical Chemistry at the University of Genoa, Department of Chemistry and Industrial Chemistry, Genoa.

Abstract. Team-based Learning (TBL) is a very structured active teaching methodology of the "Flipped Classroom" family, designed around units of instruction, known as "modules," taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise [1,2]. Students, after having completed independent out-of-class preparation activities by studying assigned portions of the textbook, watching

videos, etc., are assessed through an individual quiz to demonstrate readiness assurance of the content. Later, they are placed on permanent learning teams and take again the same quiz in teams. Finally, teams complete application activities to reinforce and deepen the understanding of class concepts and solve discipline-relevant problems, applying critical thinking and decision-making abilities. This methodology favors the development of soft skills (problem solving, organizational and planning skills, teamwork…). TBL is used worldwide at all levels of education and in different areas (medicine, STEM, economics, humanities and social sciences, etc.) [3-5]. How to transform your lectures in a traditional course into a TBL course? How to present it to students, who are sometimes as reluctant to novelty as staff members? What are the steps to take and mistakes to avoid for an optimal course planning? The experience of a chemistry teacher in the second year of a bachelor's degree will be followed by a "roadmap", an action plan to design the transition towards an active teaching method, which receives approval by the students and, although demanding, gives great satisfaction to the teacher.

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BIO. MARINA DI CARRO Marina Di Carro is an associate professor in Analytical Chemistry at the University of Genoa, Italy, where she teaches chromatography and mass spectrometry in Chemistry degree courses. Since 2018 she has been employing active learning

methodologies to engage her students. In particular, Team-based Learning is being used to teach second-year students of the Chemistry bachelor's programme. Since 2019 she has been the Italian representative in the Board of the European Team-based Learning Collaborative (ETBLC), European section of TBLC, international organization that disseminates and promotes the use of TBL in all levels of education through research and training activities.

Session A Sunday

Higher Education challenges in Digital Era

The Future Of Higher Education: Critical Thinking In The Era Of Artificial Intelligence

Sabina Vaňková, Veronika Nálepová

PRIGO University, Czech Republic

Abstract. This paper aims to provide a comprehensive overview of the potential benefits and challenges associated with the use of chatbots in education and their impact on students' critical thinking skills. Critical thinking skills are essential in education and AI can play a significant role in enhancing these skills [1][2]. The use of chatbots in higher education has gained popularity in recent years because they can help students and teachers solve educational questions and routine tasks [3]. Chatbots can be used as an educational scaffold to develop students' AI-Thinking skills in the form of human-centered AI reasoning [4]. The use of AI in education is consistent with computational thinking, which uses logical reasoning, critical thinking, and analytical thinking [5]. While AI has the potential to enhance critical thinking skills, it also poses challenges and limitations, particularly in relation to ethics [5]. This paper reviews current methodologies for teaching critical thinking and evaluates their effectiveness in the context of engaging chatbots to enhance students' critical thinking skills. The article provides specific examples and study results that demonstrate the positive and negative impact of chatbots on students' critical thinking skills. Practical examples and

possible uses of artificial intelligence that have been implemented at PRIGO University are also provided. Thus, the case study method will be used to illustrate the effectiveness of incorporating chatbots in education. The authors highlight the need for further research and experimentation in the area of incorporating AI into education and its impact on critical thinking.

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Humanizing Online Teaching to Equitize Higher Education

Vicky Papageorgiou

Abstract. Education does not only mean teaching and learning. If studying in higher education also involves the emotional connection and commitment between the faculty and students, as it should, it can result in what is called 'humanizing education', thus, creating an environment in which students are provided with tools that are socially engaging, interactive and meaningful (Dunn, 2000). What is more, a humanizing education depends on constructing practices in which the student is emphasised as a valued asset of the learning process in contrast to the opposing pedagogy which supports the mechanization and standardization model according to which students are, perhaps, still seen as numbers and emphasis is on quantifiable assessment and high-stakes accountability for teachers and students (Giroux, 2001; McLaren, 2003), an education model which seems to be irrelevant in higher education as this seems to be evolving currently. Indeed, as our instruction recently had to massively adapt to the online environment, creating a humanized experience seems to have become essential to learning, especially at a disruptive period of time like the one we have experienced recently. This also led to the debate around how to maximize the use of technology in education, and that successful inculcation of knowledge cannot happen only

by improving the curriculum. What role, therefore, does technology play in humanizing higher education? When humanizing online teaching, technologies are used to foster relationships and build community that support the non-cognitive components of learning. Blending the cognitive and affective domains has the potential to increase sense of belonging which can have a positive effect on the learning ability (Walton & Cohen, 2011). Yet, learning online is sometimes learning alone. What are the strategies we can use to ensure this does not happen? How can it facilitate the kind of all-round development, beyond the classroom, which allows students to create a positive impact on social welfare and community wellbeing?

Bio. Vicky Papageorgiou is an EFL/EAP Lecturer with over 25 years of experience with mainly adult learners. She holds a BA from Aristotle University (with Distinction) and was awarded an MA in Education (Open Univ. of Cyprus) and an MA in Art History with her thesis on Derek Jarman's last film, Blue, and Mark Rothko's Houston Chapel (Goldsmiths College, UK). She also holds a PGCE in Technology Enhanced Learning from the University of Wales Trinity Saint David (with Distinction) . She studied in Greece, Hungary, Italy, Cyprus and the UK but also participated (at the age of 22-24 years) in an international project for the McLuhan program in Culture and Technology for the University of Toronto, Canada, translating an online dictionary in Linear Perspective (Distinction), under the supervision of Dr Kim Veltman, the Director at the time of the McLuhan Institute. In total, she has been awarded 5 scholarships (I.K.Y., Erasmus, Tempus, European Community Projects). Her fields of interest are ESL and Art, EdTech and MOOCs, creativity and Inquiry-Based learning, use of video. She strives for a democratic education that gives the opportunity for critical thinking and continuous questioning through the use of art, images,film and video. She currently divides her time between Greece and the UK working as EAP tutor at Universities. She often publishes articles in International newsletters and Journals and is also a conference presenter. She is also currently a member of the IATEFL Pubcs Committee, a co-editor at ELTA Serbia Publications, and the website editor of the Visual Arts Circle. Also, working towards her PhD in Technology enhanced learning.

Gamification of pedagogical experience: The case of Object-Oriented Programming

Paula Miranda

Professor in the Department of Informatics and Systems Engineering of the Setubal School of Technology, Polytechnic Institute of Setubal

Abstract. It is increasingly important for higher education institutions to adopt technology as a learning tool. The use of gamification is an example of how technology can be used as a tool to make classes more interactive and effective. Gamification is a strategy that uses game elements in non-game contexts to engage students and make learning more immersive (Murillo-Zamorano, López Sánchez, Godoy-Caballero et al., 2021). Through gamification, students can be encouraged to solve problems, work in teams, make decisions, develop leadership skills, and other competencies. By using educational games, students can learn in a more active and dynamic way, which can increase their motivation and engagement in the learning process (Koivisto and Hamari, 2019). Also, according to CuervoCely, Restrepo-Calle, & Ramírez-Echeverry (2022), gamification can improve academic achievement and engagement in programming courses. The aim of this case study is reporting a pedagogical experience on the use of the Kahoot platform, analysing its outcomes. The experience was carried out in the course unit of ObjectOriented Programming unit. The experience was subsequently evaluated through questionnaires

distributed to the students, showing their overall satisfaction with the use of the platform in the classroom. Challenges for students and teachers were also identified in this study. Studies-centred on the use of Kahoot in higher education demonstrate its efficiency in terms of low-stress environment, perception to be a fun learning experience, feedback, engagement, and motivation of students, improving their educational experience and increasing students' interest and ambition towards academic success. Additionally, the use of Kahoot has been associated with increased student engagement with course material, better academic performance, and greater compliance with assignments given by teachers (Sianturi and Hung, 2023; Wang and Tahir, 2020).

Keywords: *gamification, active learning, assessment-for-learning*

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BIO. Paula Miranda holds a Ph.D. in Information Science and Technology from University Institute of Lisbon. She is Professor in the Department of Informatics and Systems Engineering of the Setubal School of Technology, Polytechnic Institute of Setubal. She has an extensive background in educational technology, learning management systems and learning innovation. Her areas of interest include Information Systems in general, social media, e-Learning, more specifically the use of Web 2.0 and Web 3.0 technologies in learning environments and the integration of technology in education.

Improving student satisfaction, engagement and attainment using asynchronous and blended instruction: Lessons from COVID

Jishan Uddin

Abstract. The COVID-19 pandemic posed several enormous challenges for 'business-as-usual' delivery of teaching and learning at Higher Education Institutions worldwide, but it has also brought along numerous opportunities to reimagine educational delivery and content (see Rapanta et al., 2021) – particularly towards more asynchronous, blended and technologically enhanced learning. While identification of the benefits of this predate the pandemic, namely providing transformational learning opportunities, encouraging greater student autonomy, community building and co-operation as well as skills of active learning, problem solving and self-reflection in a social, technological and collaborative environment that many learners are now accustomed to (see Biggs, 1999; Capone et al., 2017; McLaughlin at al., 2014; McMahon and Pospisil, 2005; Roehl et al., 2013), the pandemic acted to enforce a fast-tracked transition into uncharted territory (see Miller et al., 2021) and towards new hitherto undetermined best practice in the sector.

Based on action research conducted prior, during and after the pandemic, the effectiveness of this enforced approach to HE delivery was investigated in this study. Student satisfaction,

engagement, attainment and progression levels were analysed at King's Foundations, a Foundation (pathway feeder) department for International Students aiming to complete UGT and PGT studies at King's College London. The current study focuses on a content-specific, language and academic skills integrated learning (CLIL - see Airey, 2016; Gao and Cao, 2015; Marsh et al., 2000) module, Business & Society, designed specifically for students to enable them to progress and excel on destination programmes located within King's Business School. Results demonstrate that the 'pivot' to a flexible and blended approach has led to improvements in student satisfaction, engagement, attainment and progression rates in both the year of the pandemic and the subsequent one where this approach was adopted and adapted for students returning to campus. Implications for instructional design and institutional policy are discussed.

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BIO. Jishan Uddin has worked in UK Higher Education since 2004 and in that time, his notable roles have included English for Academic Purposes Tutor, Senior Lecturer, Module Leader and Programme Co-Ordinator. He has worked for King's College London, Brunel University London and University of Hertfordshire's Business School. Additional roles away from UKHE have included teacher training, content (coursebook, digital and video) production and authoring for Cambridge University Press as well as examining and examiner training for Trinity College London. Jishan has an undergraduate (BSc) and a Master's (MSc) degree in Psychology and Cross-Cultural Psychology respectively, a Master's (MA) in English Language Teaching and Applied Linguistics, the CELTA and DELTA teaching qualifications and is currently studying for a PhD in Political Psychology. Jishan is a strong advocate of blended and asynchronous-based learning, inclusive and flexible pedagogy, the transformational potential of education and social justice. Outside of education – if indeed a place like this exists – Jishan's interests are in politics, sport and travel.

Integration of digital tools in students' STEM education at the tertiary level

Kapelonis N. (PhD Student), Botzaki E. (PhD Student), Bitsaki Ch. (PhD Student), Metaxas I. (PhD Student), Kokolaki A. (PostDoctoral Researcher), Michailidi E. (Ass. Professor), Stavrou D. (Professor)

Abstract. The use of digital tools in higher education is considered able to enhance the learning experience both for the learners and their educators as well. Particularly, with respect to university students' education in STEM topics, there is a wide range of benefits of using digital technologies, including accessibility to a wide range of resources and tools, such as simulations and visualisations, facilitating access to information and real-time data, and increasing engagement, collaboration, and communication.

The purpose of this paper is to study university students' views on the educational use of digital technologies when being introduced to advanced STEM topics. This study took place in the context of the STEM DIGITALIS Erasmus+ project, within which a number of Digital Learning Objects (DLO) on advanced STEM topics, such as Climate Change, were developed. The aforementioned DLOs were organized into three modules that were delivered through a combination of face-to-face and distance learning methods in the context of a seminar course in the Primary Education Department. The study involved the participation of seventeen university students in the third and fourth year of their studies, and data were collected through audio recordings, open-ended questions, and questionnaires.

According to our initial findings, the use of new technologies increased students' engagement and provided perspectives on innovative ways of teaching Climate Change and other STEM subjects, while students were able to acknowledge the potential of using digital tools in STEM courses.

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Issues and challenges related to digital equity and readiness of humanities students, through training courses in the context of their undergraduate curriculum: an applied case study.

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Abstract. Nowadays, Digital Skills, in the field of Higher Education (HE), are increasing in importance and they are not only essential, but crucial in terms of digital equity and readiness. Therefore, developing these skills becomes a necessary priority for HE institutions. However, compared to those who receive STEM (Science, Technology, Engineering, Mathematics) education, SSH (Social Science & Humanities) students may face unique challenges when it comes to acquiring and utilising it in a productive way, digital skills in their academic environment. A primary cause is largely attributed to the background established during the years preceding university education. This paper discusses and highlights the importance of developing digital skills forSSH students in HE, by arguing that these skills are necessary to succeed in their future careers and adapt to the ever-changing conditions in the digital landscape. It presents an applied case study of a series of undergraduate courses that were designed to enhance digital literacy skills among humanities students, such as students of History and Archaeology at University of Crete. These courses focused on developing skills such as word-processing, spreadsheets, presentations, databases, GIS and online research skills, critical evaluation of online sources, and digital content creation, in a basic and advanced level. They have a structure, it includes theoretical lectures, practical exercises, as well as the digital tools and resources used to facilitate learning and they were well received by students, who reported improvements and confidence in using in their digital skills. In conclusion, it is suggested that

Universities have a responsibility to provide students with the necessary digital skills and it is highlighted the demand for an interdisciplinary collaboration to ensure that courses are tailored to specific needs of SSH students, based on a common European Framework.

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Mathematics learning through flipped classroom

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Abstract. This communication presents the inverted classroom (Lage, 2000; Strayer, 2021) as the main pedagogical technique applied in a mathematics course unit of the degree in Technology and Industrial Management at the Polytechnic Institute of Setúbal in Portugal. The application of this technique, backed up with collaborative working group and knowledge leveling within the student-centered approach, enhances meaningful learning of the syllabus. The application of these pedagogical techniques mitigates the typical passive attitude of students in the classroom, helping them in achieving the learning objectives of the course unit, while developing the transversal skills needed for the job market, such as autonomy, adaptability, cooperation, constructive criticism and time management. This pedagogical method was used to work on the specific learning objectives of each class in the context of mathematical content, optimizing the student's academic work time: outside classes, students used virtual resources provided by the teacher to learn and deepen the contents and carry out formative tests; during classes, students consolidated the knowledge acquired through knowledge leveling activities and performed summative assessments. The teacher assumed the role of facilitator of the entire learning process by managing the performance of

appropriate exercises, group activities, clarification of doubts and assessments inside and outside the classroom, with the support of the Moodle platform (Arnold-Garza, 2014; Abeysekera and Dawson, 2014). The results of the application of this pedagogical technique produced a reduction in the drop-out rate and an increase in the success rate of the course unit, in comparison with the two previous academic years (Justino and Rafael, 2021).

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Session B

STEM and Interdisciplinarity

Towards a Pedagogy of Well-Being in STEM Disciplines and Fields

Prof. Chris Winberg

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Abstract. Students enrolled in Science, Technology, Engineering and Mathematics (STEM) globally are generally not in a state of well-being (Bowen, 2017). Research shows that undergraduate STEM programs pose significant challenges to students and that many STEM programs are marked by high attrition rates and poor student success (McWilliam, Poronnik, &Taylor, 2008; Walker 2015). There is growing recognition that STEM educators need to teach the "whole student" instead of focusing only on STEM knowledge and skills. A pedagogy of well-being, and its associated concepts of competence, self-efficacy, community, and inter-relatedness, are key to academic staff and student well-being in STEM (Harward, 2016). This study aimed to enhance STEM educators' capacity towards a pedagogy of well-being through teaching portfolio development. The research question guiding the study is: How might academic development practitioners and STEM university educators successfully collaborate for the benefit of student well-being and success? The study drew on concepts in Legitimation Code Theory (Maton, 2014) to explain the principles underpinning well-being in STEM disciplines. The research design comprised "critical dialogues" (Karlsson, 2001) between academic development practitioners and STEM university teachers. The data consisted of video-recordings of the critical dialogues. The

findings of the study indicate that there are barriers and productive spaces for interdisciplinary work towards well-being in STEM. The findings have implications for how STEM academics might engage in professional learning towards pedagogical competence and offer suggestions for the ways in which academic developers might respectfully "transgress" into STEM disciplinary domains in support of a pedagogy of well-being.

Keywords: *pedagogical competence, STEM disciplines, interdisciplinary collaboration*

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Collaborative and project-based learning as a pedagogical strategy

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Abstract. In the course unit Industrial Electrical Systems of the degree in Electrical and Computer Engineering, students are exposed to several technical-scientific subjects necessary for automated procedural behavior modeling in an industrial factory, undergoing several levels of difficulties.

Initially, the pedagogical method applied was the teacher-centered approach, where the theoretical-practical component was expositive and evaluated in an exam, while the laboratory component was evaluated through five assignments. The success rate achieved was around 60%. After a deep reflection on the pedagogical method applied, some learning objectives were maintained and others were reevaluated according to Bloom's taxonomy (Shabatura, 2022). Also, the student-centered approach (Biggs and Tang, 2011) was implemented by the application of collaborative working group (Barkley, Cross and Major, 2014) in a first part and project-based learning (Veselov, Pljonkin and Fedotova, 2019) in a second part of term time. In a collaborative working group, learning is based on dialogue and interaction between students, which allows the development of transversal skills such as communication, negotiation, creativity, critical thinking, time management and autonomy (Chaudhari, 2021). A gradual consolidation of knowledge sharing as well as mutual

assistance on the topics covered was noted. The second part was focused on the development of a project that integrated all the content of several areas of knowledge in a more pragmatic way. By applying these active learning techniques, students actively sought to solve their knowledge gaps autonomously and were self-motivated. This pedagogical strategy was applied in the last three academic years, always achieving a success rate between 74% and 82%.

Keywords: *collaborative learning, student-centred approach, project-based learning*

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Change laboratories as an educational development tool

James Garraway and Janet Purcell van Graan

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Abstract. Authors such as Dorner and Belic (2021) and Boud and Brew (2013) propose that 'bottom-up', departmental/workgroup developmental initiatives are more efficacious in promoting change in teaching and curriculum than their more generic counterparts. This research reports on an Activity Theory-inspired collective, bottom-up approach to Faculty development, the change laboratory (CL), which has not been extensively taken up in developmental work but which shows great promise (Englund, 2018). Change Laboratories are future-orientated workshop spaces in which the wisdom of the participants, drawn from their past and current experiences, is used to collaboratively develop improved practices (Sannino and Engeström, 2017).

The site of the research is a Design workgroup within a technological university. Staff are confronted with a rapidly changing student body, changing Design workplaces and faculty and administrative structures, and struggle to pin down what is at stake and what can be done. In working intensively with the Design workgroup in 7 successive sessions, current difficulties experienced by staff were elucidated through Activity Theory analysis. A lack of communication and collaboration between all members of the community is identified as a

historically developed, deep-seated, systematic tension within the programme. Through understanding and confronting such tensions, participants are inspired and capacitated to explore new possibilities for practice (Engeström and Sannino, 2021), one example being the development of a 'care code of practice' between staff, students and all roleplayers, thus developing staff's pedagogical 'acuity'.

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BIO. Dr. James Garraway is a researcher and Associate Professor in the Professional Education Research Unit at the Cape Peninsula University of Technology (Cape Town). He has over 20 years experience in educational/academic staff development. He was the keynote speaker at the *Finnish Educational Research Association*, Activity Theory SIG 23 November 2022: "Fostering development and transformation in and beyond the academia with cultural-historical activity theory". He is an Associate Editor for *Teaching in Higher Education* and *Critical Studies in Teaching and Learning* and a member of the college of reviewers for *Higher Education Research and Development.* James Garraway has worked in higher education studies for over 20 years primarily in student access programmes, staff and curriculum development, work-integrated learning and institutional research focused on developing academic agency towards improving working life. He works primarily within an Activity Theory/CHAT framework in which participants are invited to raise issues and through structured workshops are supported in collaboratively designing new and improved ways of operating of benefit to themselves, the institution and student learning.

Students' perception regarding the integration of novel educational modalities in the laboratory exercises of gross anatomy

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Abstract. The study of human anatomy is fundamental in current medical education, being essential for the development of a solid knowledge background for medical students. However, there is still controversy regarding the optimal method of anatomical teaching. The aim of this study was to investigate whether there is any difference with the integration of the virtual dissection table (VDT) and near-peer teaching (NPT) in the laboratory anatomy teaching process, as assessed by the students' perceptions. Overall, 99 undergraduate medical students participated in the study. Students were assigned into three groups. Group 1 attended anatomy laboratory exercises with the integration of VDT (n = 41). Group2H and Group2M attended laboratory exercises regarding anatomy of the heart and mediastinum, respectively, with the integration of NPT (n = 27 and n = 31, respectively). Students' perceptions were investigated via anonymous 5-point Likert-scale questionnaires. The usage of VDT significantly improved the anatomical understanding ($p < 0.001$) and the association

with the curriculum (p = 0.004). However, the experience regarding the educational environment did not reach statistical significance (p = 0.328). The usage of NPT significantly improved the anatomical understanding (p < 0.001 and p < 0.001 respectively), the association with the curriculum (p = 0.004 and p = 0.007 respectively) and the experience regarding the educational environment (p < 0.001 and p < 0.001 respectively). The findings suggest that the proper integration of such modalities could greatly enhance the anatomy education especially regarding their perceived impact on the laboratory anatomy sessions

BIO. Ioannis Koliarakis is a medical doctor, a graduate of the University of Crete (2018), and is currently a PhD Candidate at the Laboratory of Anatomy in Crete. He has been a tutor contributing to the teaching of the laboratory exercises in the courses of Topographic Anatomy A & B at the School of Medicine in Crete for almost 9 years (2014 - present). His academic research focuses on surgical anatomy and the role of oral and intestinal microbiota in cancer biology.

Adding a 'place' to the University teaching. Reflections from an Environmental Education course

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Abstract. Place-based education uses the local environment , economic, cultural, ecological, as a context and content for teaching and learning of all school subjects (Sobel, 2004). This pedagogy has an additional aim to connect students with the places they live in(smith and Sobel, 2010). Place-based education represents a current trend in Environmental Education (Russ and Krasny, 2017). Although a guiding principle of Environmental Education since the Tbilisi declaration (Unesco, 1977) was the study of the local environment and the local environmental issues, place-based education reinforces the focus to the local, cultural, physical and historical environment as a valuable method for effective learning and citizenship empowerment.

Cities and the urban setting, can be used as a context for place based education (Russ and Krasny, 2017) helping them to form ecological place meaning, that is, an appreciation of the ecological elements in the city (Russ, Peters, Kransy, Stedman, 2015). To our knowledge place based approaches have been described in the literature mainly in primary and secondary education. This paper describes efforts to introduce and implement place based approaches to the Environmental Education course offered to students of the department of

primary education. This approach was proved particularly valuable during the pandemic as it gave students the opportunity for experiential learning in authentic settings despite the distancing regulations in effect.

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What kind of learning leads to the development of mathematical thinking?

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Manolis Dafermos, Professor of Epistemology, Department of Psychology, School of Social Sciences, University of Crete

Abstract. Most academics involved in teaching mathematics often face issues related to their students' poor understanding of mathematics (Potari, 2001); this is particularly true in the case of prospective primary teachers who at both national (Xaralampakis & Xristou, 2019) and international level (Bekdemir, 2010; González & Sierra, 2020) face grave difficulties with mathematics. Although many approaches have been developed over the years in combating this issue, the problem still remains unsolved. By working within Vygotsky's Cultural Historical Theory (Vygotsky, 2019), this study's purpose is to highlight an area that has been previously neglected from the literature; the way certain practices in the teaching-learning environment of mathematics may or may not be beneficial for prospective primary teachers' development. In reaching our goal, we collected data by conducting interviews with 12 undergraduates in a semi-structured manner. The interview protocol included open-ended questions which aimed at eliciting information about participants' developmental trajectories in mathematics. We divided participants into two groups; those who have been constantly facing severe difficulties with mathematics and those who had successfully dealt with such issues. By reconstructing and contrasting participants'

developmental trajectories, we were able to identify similarities in the types of learning they were exposed to throughout their formal education. Although these groups differed significantly in their developmental trajectories, we identified similarities which included a dualistic and fragmented view of mathematics as a discipline, an exam-driven approach when studying and, a culture characterised by devoting little as possible effort in the learning process.

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BIO. Marinos Anastasakis is a mathematics education researcher specialized in the psychological, social and cultural processes involved in the learning of students who face difficulties with mathematics. He is currently a post-doctoral researcher at the Department of Primary Education (University of Crete) and has taught various courses in Mathematics Education, Advanced Mathematics and Educational Research Methods (University of Crete, Hellenic Mediterranean University). He was the principal investigator of a recent project focusing on the relationship between students' mathematics-related LEs and emotion generation (funded by the University of Crete's Research Center for the Humanities, the Social and Educational Sciences, UCRC). He has been trained to: (a) provide support in mathematics and statistics by the sigma network (Loughborough University; Coventry University, UK); (b) promote and support the teaching of mathematics in state-funded schools by the Further Mathematics Support Program (Mathematics Education Innovation Charity, UK) and (c) mentor gifted students in STEM areas by the Global Talent Mentoring Program (World Gifted Center, UEA).

BIO. Manolis Dafermos is a full professor of Epistemology of Psychology at the Department of Psychology at the University of Crete (Greece). He holds a PhD in Philosophy from the Lomonosov Moscow State University (former USSR). His interests include cultural-historical psychology, activity theory, critical psychology, the history of psychology, and methodological and epistemological issues in the social sciences. Manolis has authored or co-authored articles and chapters on these topics. He is the author of the book "Rethinking cultural-historical psychology: a dialectical perspective to Vygotsky" (Springer). He is a member of the Editorial Board of the journals "Cultural-historical psychology", "Human Arenas", "Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research", "Outlines: Critical Practice Studies", and "Culture and Education".

How remote emergency teaching changed student learning and pedagogical practices in a STEM discipline

Simon Winberg

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Abstract. During the Covid-19, university teachers quickly shifted to online teaching, the effect of which continued beyond the pandemic (Deák, et al., 2021). Some online interventions introduced positive changes that maintained a high quality of learning, but other interventions were less successful. The objective of this study is to build on positive experiences during the pivot online in changing pedagogical practices in a STEM discipline. The aim of the study is to assist university teachers in implementing post-pandemic effective online and hybrid practices. Legitimation Code Theory (Maton, 2014) was drawn on, particularly the 'Specialization Dimension', to determine the underpinning principles of learner success according to specialized dispositions, practices and technologies. Legitimation Code Theory has been used extensively in studies of online learning and STEM pedagogy (e.g., Kruger et al., 2022). The research design is a formative assessment evaluation (Robbani et al., 2020; Gikandi et al., 2011) that analysed learning outcomes following changes in pedagogy and the application of online tools The data comprised student formative assessments and academic staff reflections. The findings showed considerable variation in how individual students were impacted by rapid pedagogical changes: some responding to the changes both positively and with improvement in learning, whereas others were adversely impacted. The principles underpinned students' responses to the formative assessments included both academic factors (e.g., the challenges of an applied mathematics assignment) and also social factors (e.g., feelings of isolation).

Students' socio-economic contexts were often, but not always, a factor that impacted their learning success.

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BIO. Dr. Simon Winberg is an Associate Professor in the Department of Electrical Engineering at the University of Cape Town (UCT). He completed his MSc at the University of Tennessee. He worked in the embedded systems industry in both South Africa and Tennessee, USA prior to completing a PhD at UCT and subsequently becoming an academic staff member at UCT. His research areas are embedded systems and the use of Field Programmable Gate Array (FPGA) and Hardware Description Language (HDL) technologies. Applications areas involving high-speed sampling and digital signal processing, related to radar, radio systems and radio astronomy. He also has expertise and supervision experience in machine learning, image processing, designing software frameworks and engineering education.

Session C

Identity perceptions and development in Higher Education

Affirming Student Identities

Professor Chrissie Boughey

Dr Eugene Grosch

Rhodes University, South Africa

Abstract. The central claim underpinning this paper is that becoming a graduate is not simply about becoming a person who knows more but is rather about developing a new identity. This claim is based on the work of Gee (2008) and his concept of 'Discourse' which refers to a 'way of being' associated with a particular social context or institution. Gee argues that all individuals acquire a primary Discourse in their homes of origin. Thereafter, they acquire additional Discourses as they are exposed to different social contexts. Academic Discourses are secondary and typically value the abstract, systemetised ways of knowing associated with the disciplines (Bernstein, 2000) . In contrast, primary Discourses tend to draw on highly contextualized ways of knowing based on personal experience. For many students, the need to master academic Discourses is experienced as an alienating process associated with a loss of identity (Maldonado Torres, 2007; Boughey & McKenna, 2021). This paper reports on an initiative in a second year undergraduate mineralogy course that encouraged first generation students to share their home based knowledge of minerals. This home based knowledge could be expressed in the form of stories or poems and could draw on the local languages. Students were then surveyed about their experiences of sharing their home based knowledge and some participated in in-depth follow up interviews. Surveys and interviews aimed to explore their understandings of the way 'knowledge from

home' differed from 'university knowledge' and the way the ability to share home based understandings might have affirmed them as learners.

The study suggests that carefully scaffolded discussions were able to support students' understanding of academic knowledge forms and the ways of being associated with them. It also showed that sharing 'knowledge from home' was experienced as hugely affirming of students as learners and knowers.

The paper aims to contribute to debates about 'decolonising' the curriculum currently taking place at universities across the world (Behari-Leak & Mokou, 2019).

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BIO. Chrissie Boughey is an Emeritus Professor Chrissie Boughey has worked in teaching and learning in higher education for more than thirty years. At Rhodes University in South Africa, she was the Director of the Centre for Higher Education Research, Teaching and Learning for many years before being promoted to Dean, Teaching and Learning and Deputy Vice Chancellor Academic & Student Affairs. She continues to be employed as a full research professor specializing in Higher Education Studies. She has published widely and has supervised more than twenty five doctoral degrees to completion.

Reconfiguring academic development through feminist new materialist and posthuman philosophies

Vivienne Bozalek

University of the Western Cape

Rhodes University

Abstract. Feminist philosophies such as new materialism and posthumanism point to the impossibility of separating *epistemology* (theories of knowing) from *ontology* (being and becoming) and *ethics* – proposing an *ethico-onto-epistemological* entanglement (Barad, 2007). This ethico-onto-epistemological entanglement ruptures conventional ways of doing academic development, where epistemology is usually foregrounded at the expense of ontology and ethics. As a different way of configuring academic development, this presentation considers how feminist new materialism (FNM) and posthumanism (PH) might be put to use, where *knowing*, *becoming* and *doing* are all mutually implicated for inspiring *what really matters* in academic development at this troubled juncture in higher education. Here, an academic developer and those who are being worked with, as well as materials such as curricula, all come into being through entanglement, becoming-with each other (Harway, 2016) as accomplices through collaborative processual acts of creative experimental practice which capacitate all involved in accessing potential (Manning, 2008). The presentation is organised in the following way: Firstly, I describe what FNM and PH is and how it pertains to academic development. Secondly, I describe central concepts underpinning this sort of work and provide some examples of 'academic development' activities which illustrate the enactment of FNM and PH *ethico-onto-epistemological*

perspectives (Lenz-Taguchi & St. Pierre, 2017; Massumi, 2015) . Using these examples, I also consider how other approaches to pedagogy, not necessarily located in higher education, such as the Reggio Emilia approach (Vecchi, 2010), hold promise for a FNM and PH academic sympoiesis (Haraway, 2016) or intra-active pedagogy (Barad, 2007).

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Bio. Vivienne Bozalek is an Emerita Professor in Women's and Gender Studies at the University of the Western Cape, and Honorary Professor in the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University. She was previously a Senior Professor and Director of Teaching and Learning at the Universityof the Western Cape. She holds a PhD from Utrecht University. Her research interests and publications include the political ethics of care and social justice, posthumanism and feminist new materialisms, innovative pedagogical practices in higher education, post-qualitative and participatory methodologies. Her most recent co-edited books include Socially Just Pedagogies: Posthumanist, Feminist and Materialist Perspectives in Higher Education with Rosi Braidotti, Tamara Shefer and Michalinos Zembylas (Routledge 2019), Nancy Fraser and Participatory Parity: Reframing social justice in South African higher education with Dorothee Hölscher and Michalinos Zembylas (Routledge, 2020), Posthuman and Political Care Ethics for Reconfiguring Higher Education with Michalinos Zembylas and Joan Tronto (Routledge, 2021), Post-Anthropocentric Social Work: Critical Posthuman and New Materialist Perspectives, with Bob Pease (Routledge, 2021), Higher education hauntologies: Living with ghosts for a justice-to-come with Michalinos Zembylas, Siddique Motala and Dorothee Hölscher, (Routledge, 2021) and In conversation with Karen Barad: Doings of agential realism with Karin Murris (Routledge 2023). She is the editor-in-chief of the open

source online journal Critical Studies in Teaching and Learning.

Gender stereotypes: Teachers' views and attitudes, manifestations, ways/means of managing gender inequality in the school environment.

Maria Vlachadi 1 and Olga Tzimopoulou 2

1. *PhD, Lecturer, Dep. of Political Science, Univ. of Crete-Rethymno, Greece*
2. *MSc, Philologist*

Abstract. The present research effort concerns the investigation of the possible existence of gender stereotypes in the educational environment and their possible contribution to the consolidation and/or creation of gender social inequalities according to the perceptions and attitudes of teachers. In the issue of the appearance of gender stereotypes and divisions in today's educational reality, ways of limiting and dealing with them are explored based on teachers' proposals and practices. Twelve teachers of the secondary education of B' Athens take part in this qualitative research whose data are collected through the semi-structured interview while being analyzed with the method of qualitative content analysis. The analysis of the results shows that the majority of teachers believe that gender stereotypes exist and are reproduced - unconsciously and uncritically - in the educational space as a reflection of the gender stereotypes of the collective community and as a result of gender socialization within the family. Although they are all ardent supporters of gender equality, they testify that practice differs from theory and that equality in the educational environment is formal and not substantive. The influence of social gender is evident in their opinions and expectations about school performance, professional identification and the characteristic features of the personality and behavior of male and female students. From the analysis of the answers, it also emerges the insufficient information/awareness of the teachers in matters of gender equality in relation to their demographic characteristics. Finally, the analysis of the data demonstrates the necessity of developing training programs to renegotiate the gender stereotypes of teachers and, consequently, of students, nationals and foreigners, with the

aim of an inclusive school. The data obtained from the present research effort confirm the literature that points out the catalytic role of the teacher in the perpetuation/creation of gender stereotypes in the educational environment and the necessity of training for a meritocratic school.

Keywords: *Social gender, gender stereotypes, gender social inequalities, school environment, education*

Parallel Workshops on Sunday 17/09/23

11.30-12.20

Parallel workshops on Sunday morning

WORKSHOP 1

Implementing student-centered teaching and learning in the university settings

dr. sc. Mirna Varga

PhD, EAP instructor, Viša predavačica za engleski jezik

Filozofski fakultet Osijek / *Faculty of Humanities and Social Sciences*

Abstract. Contemporary societal changes have increased the need for reconsidering and modernizing the underlying university teaching paradigms and practices (Strategy for Education, Science, and Technology, 2014). This has involved increasing attempts in departing from the traditional teacher-centered mode of instruction to the one that places students in the foreground, commonly recognized as student-centered teaching and learning (Hoidn & Klemenčić, 2021). While student-centered instruction has been recognized as contributing to students' more active engagement that may lead to better retention of the content (O'Neill & McMahon, 2005), its integration into still predominantly lecture-based university teaching format may be a challenging endeavor that demands from teachers to reconceptualize and redesign oftentimes entrenched teaching approaches (Klemenčić, 2020).

The presentation aims to illustrate an example of a student-centered class in teaching an academic English undergraduate course. The main focus is placed on the illustration of a set of active reading and writing strategies, such as the INSERT technique (Interactive Notating System for Effective Reading and Thinking), that may facilitate students' deeper engagement

with academic texts (Benge Kletzien & Cota Bekavac, 2005). More specifically, the presentation will demonstrate the successful implementation of collaborative work used in the pre-reading, while-reading, and after-reading stages of the lecture, which aimed to develop a range of students' academic language skills. The hands-on approach illustrated here may be beneficial to university instructors who strive to enrich their teaching methods with the use of student-centered activities that can be adapted to meet disciplinary-specific demands across curricula.

Keywords: *student-centered teaching, student-centered activities, academic text, collaborative work, undergraduates*

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Workshop 2 Parallel Workshops on Sunday morning

Design Of Student-Centered & Inclusive Learning Environments In Higher Education

Athanasia Kokolaki and Eleni Botzaki

University of Crete

Abstract. In recent years, there has been a growing emphasis on designing and developing learning environments that prioritize the need for active engagement of all the students in the educational processes by adopting a more student – centered and inclusive approach to learning (Bremmer, 2019; Hubball & Burt, 2004;). Such approaches place students at the center of the teaching and learning process not only by including students' perspectives in the decisions about how they learn, what they learn and how the learning is assessed but also by taking into consideration students' unique backgrounds, learning styles, interests and experiences both during the instructional design and the implementation phases (e.g. McDonough, 2012; Tobiason, 2021). Thus, student - centered and inclusive learning environments are argued to increase students' sense of belonging as well as to support their academic performance and success (Carter et al., 2018; Collins et al., 2019).

A significant body of research is focused on the teaching strategies that seem to be effective for students' active engagement in the teaching and learning process. Such strategies include the universal design for learning as an approach to inclusive courses design (Wiggins & McTighe, 2006) as well as inquiry based learning, problem – based learning, cooperative learning, and flipped classroom, among others, as teaching practices for fostering students' engagement (e.g. Johnson et al., 2014). Despite the empirical evidence of improved learning outcomes as a result of implementation of such strategies, they are

rarely implemented in university courses due to the challenges faced by faculty members (White, 2016). In particular, the most common barriers identified include a lack of training, time and incentives as well as the conflicting priorities of educators' professional identities, namely their perceptions of themselves as researchers versus educators (White, 2016).

Based on the above, the purpose of the proposed workshop is to familiarize faculty members with innovative student – centered and inclusive teaching strategies as well as to support their reflection on their current teaching practices.

Aims & Objectives

During the workshop the participants will have the opportunity to reflect on their current teaching practices and to get familiar with the innovative features of student – centered and inclusive teaching strategies. In particular the objectives of the proposed workshop are the following:

1. The participants to reflect on their current teaching beliefs and practices.

2.   The participants to familiarize with a framework for a student – centered and inclusive instructional design.

3.   The participants to recognize the innovative features and potentialities of student – centered and inclusive teaching practices regarding students' active engagement in the teaching and learning process.

4.   The participants to experience examples of good practices regarding teaching and learning strategies that promote students' active engagement.

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BIO. Botzaki Eleni is a Ph.D. student of Science Education at the Department of Primary Education, University of Crete, Greece. Her Ph.D. research is related to formative assessment of competencies in science education. Her research interests are focused on Climate Change Teaching, Formative Assessment strategies and new technologies in science education. She has also worked as a researcher in the Erasmus plus projects "IDENTITIES", "DIGITAL STEM LABS" and "STEM DIGITALIS".

BIO. Athanasia Kokolaki is a postdoctoral researcher in the Erasmus Plus project "STAGE" at the Science Teaching Laboratory, Department of Primary Education, University of Crete. Her research interests include the integration of socioscientific issues in science courses, pre and in service teacher education as well as science communication and public engagement with science. She has recently completed her PhD in the Department of Primary Education, University of Crete, and received scholarship for her PhD studies from the Hellenic Foundation for Research and Innovation. She has also worked as a researcher in the Erasmus plus projects "IDENTITIES", "DIGITAL STEM LABS" and "STEM DIGITALIS".

POSTERS on Sunday 17/09/2023

POSTER

Utilizing the theory of Constructionism in Teacher Education: the relationship between Constructionism and Micro-teaching.

Nektaria Klada

School of Pedagogical &Technological Education (ASPETE)

Abstract. The rapid changes that affect every social sector, and education in particular, leads to the need for evolution of the educational system as well as of teachers. In this context, the training of teachers as well as their re-education continues to concern the scientific community as a topical issue (Chatzopoulou, 2014). At the same time, the nature of learning and the ways in which it can be achieved for those involved in learning or social interaction processes, is a topic that continues to occupy educational research (Danilewicz, et al, 2019). Based on the above, this paper very briefly presents the theory of Papert's Constructionism, focuses mainly on the social aspect of Constructionism and briefly presents the results of this approach, in the learning process. Subsequently, the relevance of this theory to learning environments, and more specifically to Micro-teaching, which is applied in university departments of Teacher Education, is presented. The research was carried out by means of a literature review, while specific criteria for literature investigation were used and a specific process of searching mainly international sources was employed. Finally, a conclusion is drawn on how the practice of microteaching can be used to approach the learning of teacher candidates in the light of Constructionism.

Keywords: *Constructionism, Microteaching, Teacher's Education, Learning Theory.*

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BIO. Klada Nektaria is a Lecturer Department of Education School of Pedagogical &Technological Education (ASPETE). She has a Master of the University of Athens «Theory of Teaching and Evaluation», grade 9,18. She Graduated of the Department of Philosophy, Pedagogy and Psychology, Faculty of Philosophy of the University of Athens. Teaching subjects: Microteaching training (A.S.PE.T.E., 2002-), Educational Evaluation (A.S.PE.T.E.,1999 - 2004), Educational Research (A.S.PE.T.E.,1999 - 2004), Greek Secretariat and Drafting of documents (A.S.PE.T.E., 1999 - 2004). Scientific Interests: High Education Pedagogy, Research in Teacher Training methods,Teaching and Evaluation in the education.

POSTER

A.I. and the 7-Step Writing Process: Ways to Increase Integration or Ways to Make Writing More Resistant to ChatGPT

Brent A. Anders & Syuzanna Sahakyan

American University of Armenia

Abstract. This poster presents information on artificial intelligence (AI) and the 7-step writing process to help address the increased integration and use of AI in education. The content is designed to be flexible enough to address two different instructional viewpoints: integration of AI into an assignment (in this case a writing assignment), or ways to make a writing assignment more resistant to the use of AI such as ChatGPT. Each of the seven steps of the writing process is presented along with different techniques to increase AI/ChatGPT integration or ways to make it more difficult for a student to use AI to accomplish the task/assignment. Different learning activities or pedagogies are presented as a way to modify a writing assignment to help ensure that students are learning from the entire educational process and not just from the creation of an end product (the assignment). The bottom of the poster presents a statement that highlights the improtance of developing students' AI Literacy, but balanced with the important development of basic topic skills mastery to ovoid overreliance on AI. A listing of citations used to develop the poster is also listed (AlAfnan et al., 2023; Anders, 2023; Dergaa et al., 2023; Kasneci et al, 2023; OpenAI, 2023).

Key Words: artificial intelligence, AI, ChatGPT, writing, pedagogy, integration, resistance, prompt, flexibility

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BIO

Brent A. Anders, Ph.D. has a Doctorates degree in Education (focusing on online learning, educational technology, and instructional methodologies) and currently works as the Director of the Office of Institutional Research and Assessment, and the Center for Teaching and Learning at the American University of Armenia. He also serves as a lecturer on the topic of professional communication. His research interests are, AI in education, student motivation, and educational professional development. Anders has done multiple public speaking events throughout the US and other parts of the world to include Australia, Jamaica, Tunisia, Germany, and Armenia.

BIO

Suzan Sahakyan has a Master's degree in TEFL from the American University of Armenia, as well as a Bachelor's degree in English Language and Literature. She has over 8 years of international and local experience in teaching. The courses Suzan taught include General English, Medical English, and ESP. Suzan previously worked as a University Lecturer, School Instructor, and International Programs Curriculum Developer. Being currently employed as the Assessment and Compliance Coordinator at the Office of Institutional Research, Suzan maintains her interest in teaching & learning, and professional development. She envisions positive changes through quality education

Flexibility in integration and use of AI tools such as ChatGPT depending on course topic, class, and instructor decision.

Ways to Increase INTEGRATION/USE of ChatGPT	A.I. and the 7-Step Writing Process	Ways to Make Writing MORE RESISTANT to ChatGPT
1. Prompt ChatGPT to research potential topics & present options	1. CHOOSING A TOPIC: Contemplate, research, and reflect, then decide on the appropriate essay topic.	1. Done in class, require use of specific sources of information
2. Prompt ChatGPT to brainstorm ideas around a specific subject or idea (different versions)	2. BRAINSTORMING: Come up with as many good & bad ideas as you can. Review & select the best one.	2. Done in class, require a mind map or other visual representation
3. Prompt ChatGPT to create an outline *Students verify the logic	3. OUTLINING: Structure essay into levels within the intro, body (supporting main idea), & conclusion.	3. Done in class, require specific-personal reasons, class discussion component: answer "why"
4. Prompt ChatGPT to create draft *Students check for coherence and adds personalization	4. DRAFTING: Complete (full sentences, almost perfect) manuscript ready to be reviewed.	4. Require highly local/post 2021 content, include class discussion (answer why), annotated bibliography
5. Prompt ChatGPT for feedback *Students verify, thoroughly checking citations/references	5. SOLICITING FEEDBACK: Have someone review your draft and offer suggestions (review rubric to ensure all areas are being addressed)	5. Conduct in-class Peer Evaluations of draft, students must be able to discuss their paper with classmates
6. Prompt ChatGPT for feedback based on rubric *Students verify	6. REVISING: Address/fix all feedback issues and continue to strengthen/clarify the essay	6. Discuss in class, annotated bibliography, student required to answer why changes being made
7. ChatGPT used for final review *Student submits final product	7. PROOFREADING: Final review, ensure that all portions of the manuscript are perfect	7. Student submits final product

Although the use of AI tools is encouraged to help build students' AI Literacy, basic topic skills mastery must be developed in order to avoid overreliance on AI and to ensure development of advanced cognitive skills (AlAfnan et al., 2023; Anders, 2023; Dergaa et al., 2023; Kasneci et al, 2023; OpenAI, 2023).

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Created by the Center for Teaching and Learning at the American University of Armenia
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POSTER

Practical Teaching Exercises (PAD) in Higher Education as a shaping factor for future professional teaching identity in undergraduate students

Vera Pavlou and Katerina Larentzaki

Higher School of Pedagogical and Technological Education (ASPAITE)

Abstract. The aim of the present research is to investigate the perceptions and attitudes of ASPAITE undergraduate students, who participate in the Practical Teaching Exercises Laboratory (PAD), regarding the formation of their desire to practice the teaching profession. In particular, the work seeks to detect: (a) the level of gradual change in students' professional identity that remains under formation, (b) the most effective variables on students' thoughts and attitudes during the process of Practical Teaching Exercises, and (c) the improvements and/or changes in Laboratory practical teaching, which students would consider that more effectively forge their teacher professional identity under formation. **Method:** A mixed research approach is followed –both quantitative and qualitative) through the distribution of questionnaires as well as the conduction of interviews. The research is conducted in two phases (preliminary and final research), while the reformulation of the final questionnaire derives from discussions with students during their teaching practice (PAD). **Results** show that teaching practice processes in the Laboratory cause multiple internal

movement of almost all participants in terms of their professional identity, even those who consistently do not wish to work as teachers, together with those who report strengthening of their initial desire, as well as those who report subsequent worries about the degree of difficulty in practicing the teaching profession. **Conclusion:** University Pedagogy needs to include experiental-teaching processes scoping at the continuous formation of professional identity of both undergraduate teacher students during their basic years of study and even more, newly appointed teachers through workshops provided by similar institutions.

Key words: *Practical Teaching Exercises (PAD), Higher Education, undergraduate students, formation of teaching desire, teaching profession, professional identity*

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Vera Pavlou has been a faculty member at the Higher School of Pedagogical and Technological Education (ASPAITE) since 1997. She teaches undergraduate students pedagogical courses and supervises the student presentations in the Practical Teaching Exercises, classroom simulation workshop, while also teaches in the pedagogic and counseling adult training programs EPPAIK and PESYP. She has studied natural sciences in Greece and completed post-graduate studies in Teaching and Educational Sciences in France. She has taught in University teachers' training programs, in PEK and, has also coordinated psychodynamic teacher training groups in schools, while she is privately involved in the animating of parent and teacher groups.

Katerina Larentzaki has studied Philosophy, Pedagogy and Psychology with a specialization in Psychology in Athens and Educational Psychology at the University of Manchester, England. She is a certified Adult Educator (EOPPEP, August, 2016) and has served as a Secondary Special Education Teacher (2011-2020). Since March 2020, she has been working at the Pedagogical Department of ASPAITE as a Lecturer-Professor of Applications, while she has collaborated with ASPAITE as a supervisor in the Practical Teaching Exercises (PAD) of undergraduate students since 1998. She is the Academic Advisor of the Liaison Office of ASPAITE with many hours of experience in counseling groups of teachers, special education teachers and parents.

POSTER

Wild swimming methodologies: some thoughts from South African contexts

Tamara Shefer and Vivienne Bozalek

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Abstract. In this paper we focus on ocean swimming as one form of justice pedagogy that draws on wild pedagogies, Slow scholarship and hauntology to think about the possibilities of embodied, affective and relational engagements for reconceptualising pedagogical practices in higher education. Our work is located in the (post)apartheid space of South African higher education, which continues to be shaped by colonial, patriarchal and neoliberal capitalist logics, notwithstanding a strong decolonial and transformation project over many years. Propositions are made here about how a wild swimming methodology may inspire a critical consciousness and engagement as part of the larger project of re-imagining the university as a space of and for justice and flourishing. Sharing some experimental engagements in this context, including ocean swimming methodology workshops and a praxis of swimming-thinking-writing we share some ways in which embodied, affective and relational methodologies in or near the ocean/s may be deployed to subvert and reconfigure, to make and stay with trouble (Haraway, 2016) and to open up new imaginaries of pedagogical practice and scholarship that makes a difference.

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Parallel Session D

Higher Education pedagogies in Language Teaching

Shift in the Conceptualisation of Language, Language Use and Language Education: The Action-Oriented Approach

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As language educators, we are in the never-ending search for the best methods and approaches to teaching/learning foreign languages. Since 2001, the Common European Framework of Reference for Languages (CEFR) has been shaping language education by providing common ground for teaching, learning and assessing of foreign languages. Its updated version, known as the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion volume* (Council of Europe, 2020), claims itself not to stay methodologically neutral in comparison to its first version. Lifting language education to a level of higher complexity, it promotes the use of the action-oriented approach as the most viable approach for language teaching/learning nowadays, which requires that educators give priority to creating multistep language learning projects or scenarios (Piccardo & North, 2019). Although the approach was introduced in the first version of the CEFR (Council of Europe, 2001), the fact remains that many language educators are simply unaware of its potentiality towards a more meaningful language education. The aim of this talk is to shed light not only on the conceptual tenets and theoretical underpinning of the

action-oriented approach but also on its implementation in practice. This presentation will also uncover the superiority of this approach over communicative approach, which is still very popular in language education. Coming from the context of higher education, the presenter considers a shift to a new conceptualisation of language education to be urgent there, especially for learners seeking the highest levels of language proficiency.

Keywords: Language education, the action-oriented approach, CEFR, higher education

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BIO. Dr. Evelina Jaleniauskiene is a member of the research group Language and Technologies at Kaunas University of Technology in Lithuania. Her PhD research focused on merging the English as a Foreign Language Teaching with the development of problem-solving skills in the university context. Her current research interests lie in the action-oriented approach, project-based language learning, the use of multimodal learning artefacts and artificial intelligence tools in language education, re-envisioning foreign language education and development of the 21st century skills in higher education. Jaleniauskiene is a member of the Language Teachers' Association of Lithuania and the Lithuanian Educational Research Association. She holds a certificate on conceptualizing, designing and assessing project-based language learning (PBLL) experiences from the National Foreign Language Center (University of Hawai'i at Manoa) and Second Language Teaching and Research Center (University of Utah). She has organized a number of professional development seminars on designing PBLL and action-oriented language learning projects for university language educators.

Digital Storytelling in Action Research: teachers' challenges in supporting refugee and migrant students for their inclusion

Lazaros Lamprou[1], Nektaria Palaiologou[2], Irini Kassotaki[3]

School of Humanities, Language Education for Refugees and Migrants (LRM) Programme, Hellenic Open University, Patras, Greece. [1]postgraduate student, [2] Associate Professor

Abstract. This paper focuses on Digital Storytelling implementation in Action Research addressed to culturally and linguistically diverse (CLD) students. The Action Research based on the Digital Storytelling application named "Migrant Children and Communities in a Transforming Europe", and developed in the frame of the HORIZON MICREATE project. It took place at three (3) Primary Schools in South Greece, and twenty (N=20) students, age-range 10-12 years old, participated. These students were enrolled in the Zones of Educational Priority (ZEP) during the school year 2022-2023. Furthermore, qualitative data were gathered through semi-structured interviews addressed to educators (n=12) with teaching experience to CLD students.

Data analysis showed that education digital tools enhance the learning outcomes of students as well as their motivation and enjoyment levels. Nonetheless, the implementation of education digital tools presupposes a series of prerequisites to be met, such as the

educators' expertise, students' active involvement and participation as well as the availability of technological equipment. Digital Storytelling proved to be valuable both as a medium that promoted learners' skills (i.e. multimodality-digital literacy, interpersonal and collaboration skills), as well as in reinforcing their belongingness and resilience. Furthermore, a potential space for co-teaching with the ICTs teacher emerged considering that there is a segregation of the teaching roles and collaboration-communication among educators.

Keywords *Digital Storytelling, Action Research, CLD students, teachers' challenges*

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BIO. Nektaria Palaiologou is Associate Professor at the School of Humanities at Hellenic Open University (HOU), working at the University since 2005. Currently she is the Director of Language Education for Refugees and Migrants (L.R.M.) international master Programme at HOU.
Until today she has taught Intercultural Education, Migration and Refugee Education courses at six Greek and at two European Universities.
In 2018 she was appointed as one of the two Vice Presidents of the International Association for Intercultural Education (IAIE). She is also serving as Editor in Chief at the *Intercultural Education* Journal, Taylor and Francis, Routledge and is also Editorial Board member on frequent basis at seven

international journals.

Nektaria has published extensively at international journals (approx. 800 international references) on issues about Intercultural Education, Immigrant and Refugee Education, Teacher Education.

BIO. Irini Kassotaki is Tutor in the Language Education for Refugees and Migrants (LRM) international master Programme at Hellenic Open University. She also teaches Modern Greek as a first and second/foreign Language.

BIO. Lazaros Lamprou is a primary school teacher. He holds a master's degree in Language Education for Refugees and Migrants (L.R.M.) from Hellenic Open University.

Reconsidering the Teaching of Classical Languages Reconsidered

Eleni Papadogiannaki

University of Crete

Abstract. It is a common belief that Classics and classical languages' teaching are going through a crisis. The reasons should be traced in a variety of factors related to our times and society: the life style, the consuming society, the rise of technology, are perhaps some of the aspects that should be taken into consideration. In Europe Classics Departments lack students and some of them are in danger of closing. This situation is admittedly unpleasant. This paper focuses on classical languages' teaching in Greece, both at school and at University. A brief description of the situation will be attempted. Teaching methods and techniques will be discussed. New approaches will be proposed, aiming to the improvement of the above mentioned situation, taking into account both the existing capabilities and the new elements of science. The main aim of this presentation is the suggestion of new approaches to classical languages through the paradigm of the ancient Greek language. The point is to find the way to persuade students that it is worth learning a classical language and that it is a precious supply for their life. That is a bet that should be won for overcoming the crisis

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BIO. Eleni Papadogiannaki holds a PhD in Classics from the University of Crete. Her dissertation on Interjectional Phrases in Ancient Greek Poetry from the Archaic to the Classical Period: their Significance and Function (2007) was granted by the Onassis Foundation. She has published several articles in international journals and books on drama, interjections, lament, Homeric hymns and Homer. She works as Laboratory Teaching Staff in the Department of Philology in the University of Crete.

PARALLEL WORKSHOPS ON SUNDAY AFTERNOON

WORKSHOP 1

Reflection and discussion about teacher training in international cooperation in education

Dr. Dorothea Ellinger and Siska Simon

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Abstract. In 2018, the European Union launched an initiative of pilot networks of the European Universities Initiative. The European Union-funded initiative described here focuses on the implementation of Challenge-Based Learning (CBL) as a pedagogical model (Membrillo-Hernández et al., 2021) in 13 European universities that formed the alliance. The aim of these is to implement CBL as an international action rather than independently (van den Beemt et al., 2023). Therefore, apart from the pandemic situation, the EU's Erasmus+ scheme is a strong driver in the transformation of higher education (Craciun, Kaiser, Kottman and Van der Meulen 2023). Internationalisation of teaching, especially in the area of teaching cooperation, aiming to implement new educational models in a transnational action, expose teachers and educational developers to other cultures, educational systems and didactic methods. From the perspective of educational developers, we would like to share our experiences from at least two years in teacher training and train-the-trainer workshops in

one of those European Union-funded initiatives in which 13 European universities together set up a Challenge-Based educational system. We see our contribution in the format of a collegial exchange and joint reflection. On the one hand, we will present evaluation data from training as well as innovations of education labs within the ECIU University. On the other hand, we would like to share with the participants experiences about our workshop concepts (formats, timeline, material), the use of virtual methods and tools, and issues we face. Therefore, we would like to reserve more than half of the time for discussion.

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BIO. Siska Simon and Dr Dorothea Ellinger are developers in higher education from the Centre for Teaching and Learning at the Technical University of Hamburg-Harburg. They are experts in problem and challenge based learning and have been active in the ECIU University since 2019. The ECIU University is an EU-funded European University that will create a new educational model on a European scale. The ECIU University brings together learners, teachers and researchers. They work together with cities and businesses to solve real challenges. Mrs Simon and Mrs Ellinger are responsible for teacher training and for setting up Challenges and Micro Modules within the ECIU University. They are looking forward to sharing their experience of teacher training in higher education in an international and interdisciplinary context.

WORKSHOP 2

Fostering cultural change in higher education through strategic campus alliances

Sonja Buchberger, *PhD, University of Vienna,*

Katalin Dósa, *PhD, Corvinus University of Budapest.*

Jitka Vidláková, *PhD, Masaryk University*

Gabriela Pleschová, *PhD, University in Bratislava*

Abstract. Many educational developers seek to have a larger impact on campus culture for the better, thereby going beyond a previous focus on consultations and workshops. What we value as educational developers (learning, inclusion, etc.) and our capacities as developers position us as potential change agents at a much larger context than our own programming, through our alliances with other campus units and stakeholders. To claim this seat at the

table, we need to reconceptualise our roles at our institutions (Siering et al. 2015), and we must further think strategically about fostering and leveraging our campus relationships (e.g. Behling and Linder 2017, Dewey 2004).

During this workshop, participants will first identify what larger influence they aim for their organizational units to have on the teaching and learning culture at their institution. Then, using four international examples and the strategic planning tool from Cruz et al. (2020), participants will be invited to map key stakeholders in their own organizations and find underleveraged connections. Finally, they will discuss and evaluate strategies for maintaining, expanding and utilizing these campus connections to bring about the desired cultural change.

This workshop primarily addresses educational developers, staff and heads of organizational units responsible for teaching excellence, and higher education administrators leading such units.

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BIO. Gabriela Pleschová leads the Centre for Scholarship and Teaching in the Faculty of Arts at Comenius University in Bratislava where she also serves as an associate professor in the Department of Pedagogical Sciences and Andragogy. She is a graduate of Oxford University (2012, MSc. in Education) and the co-editor of the books Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends (Routledge, 2013), Early Career Academics' Reflections on Learning to Teach in Central Europe (SEDA, 2018) and Internationalising Teaching in Higher Education. Supporting Peer Learning (TU Delft, 2022). Her research interests include

scholarship of teaching and learning, mentoring, student-centred learning, internationalisation, pedagogical conversations and issues of trust in higher education. Gabriela is the member of the Council of the International Consortium for Educational Development (ICED). In 2019, she was awarded a Principal Fellowship from the AdvanceHE.

BIO. Kata Dosa is the director for the Center for Educational Quality Enchancement and Methodology at Corvinus University of Budapest. She wrote her PhD on science education at the University of Wisconsin-Madison, and focused on inclusive teaching, teaching-as-research and training interdisciplinary research teams during her postdoctoral program at the Georgia Institute of Technology. She directed the Centre for Teaching and Learning at the Budapest Business School for four years, where she engaged in multiple institutional-level strategic projects aimed at transforming higher education, including a complete redesign of the program portfolio, the faculty development ecosystem and the reduction of student attrition. She had the opportunity to observe and learn from several international institutions in the US and in Europe, bringing the tools and perspectives together in her work.

BIO. Sonja Buchberger is director of the Faculty Development unit at the Center for Teaching and Learning (CTL), University of Vienna. For the past ten years, she has been responsible for programmes in the field of educational development and continuing education for university lecturers from various departments and career levels. At the University of Vienna, she is involved in university-wide strategic projects to foster a thriving culture of teaching and learning at the largest institution of higher education in the German-speaking area (approx. 90.000 students). She has taught many faculty development courses herself, including introductions for faculty new to teaching, courses on professional development, writing the teaching portfolio and teaching philosophy statement, inclusive course design, fostering academic reading skills, and teaching with discussions. Prior to this, Sonja Buchberger completed her PhD at the School of Oriental and African Studies (SOAS), University of London, and has many years of international teaching experience

BIO. Mgr. Jitka Vidláková, Ph.D. is a lecturer in adult education and a learning & development specialist at the Centre for Competence Development at Masaryk University. She is a doctor of pedagogical sciences and has several years of experience in teaching in this field at universities of various specializations. She is currently working on projects that support university teachers, quality of teaching, wellbeing and a sense of belonging for teachers and learners.

WORKSHOP 3

Digital readiness and digital equity in Higher Education: two concepts in dialogue

Galanaki Maria and Gaki Irini

PhD Candidate, University of Crete

Abstract. This study is about higher education teaching proposals that integrate in dialogue two interconnected concepts: digital equity and digital readiness. The content and benefits of both concepts have been long known, however, Covid 19 era showed that not all Higher Education Institutions (HEIs) were prepared to face the challenges of digital synchronous and asynchronous education (Küsel, Martin, & Markic, 2020; Yusuf, 2021). Since then a new teaching paradigm has been advanced, one that combines digital interaction resources with active learning practices but, also, requires digital competencies in teaching (Rapanta et al., 2020). Yet there are several obstacles to overcome, among which the fact that there are HEI educators that don't use existing digital education platforms or have a poor understanding on digital accessibility criteria (Fernández-Batanero, Cabero-Almenara, Román-Graván, &

Palacios-Rodríguez, 2022). Furthermore it is in practice unclear how the educators' professional and pedagogical digital competences can support the development of all student digital competences according to the European Framework for the Digital Competence of Educators (DigCompEdu) 2.0 (Redecker, 2017). Acknowledging this gap in Higher Education Institutions (HEI), we propose in this workshop digital resources, digital tools and practices that can support and inform digital pedagogy and didactics (Krumsvik, 2014) in different learning environments. Through the discussions produced we aim to cooperatively advance self-awareness and practical proficiency learning strategies (Purina-Bieza, 2021) in a way that may prompt curricula reconfigurations.

Keywords: *digital equity, digital readiness, Higher Education Institutions (HEIs)*

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