

# **CURRICULUM VITAE**

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## A. Personal Information – Education

### 1. Personal Information

**Date of Birth:** 04/02/1985

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**Scholar:** <https://scholar.google.com/citations?user=4685P9IAAAAJ&hl=el>

**Scopus:** <https://www.scopus.com/authid/detail.uri?authorId=36056111800>

**Web of Science:** <https://www.webofscience.com/wos/author/record/67010807>

### 2. Education

#### **Ph.D. in Educational Sciences (Educational Psychology)**

**2010- 2016:** Ph.D. in Educational Sciences (Educational Psychology). Department of Primary Education, Democritus University of Thrace, Greece.

Dissertation title: The psychosocial and emotional profile of greek students participating in cyber-bullying and traditional bullying incidents: a comparative study.

Grade: Excellent. Defense date: December 20, 2016 | Degree awarded: January 24, 2017

#### **M.Ed. in Educational Sciences**

**2007- 2010:** School Pedagogy and Diversity in Education (Intercultural and Special Education)

Department of Primary Education, Democritus University of Thrace, Greece

Grade: 9.42 / 10 – Excellent. Graduation date: June 29, 2010

#### **B.Ed. in Educational Sciences and Early Childhood Education**

**2003- 2007:** Department of Early Childhood Education, Democritus University of Thrace, Greece

Grade: 8.55 / 10 – Excellent. Graduation date: July 6, 2007

#### **High School Diploma**

Anatolia College – American College of Thessaloniki, Greece

### 3. Honors and Scholarships

**2014:** Travel grant (\$900) awarded by the American Educational Research Association (AERA) to present research at the AERA Annual Meeting, Philadelphia, Pennsylvania, USA.

**2005 - 2006:** Scholarship (monetary award) from the State Scholarships Foundation (IKY) for academic excellence.

**2004:** Erasmus student mobility scholarship for one academic semester at the University of Burgos, Spain.

## B. Scientific and Research Activity

### 1. Publications

#### 1.1 Doctoral, Master's, and Bachelor's Theses

1. **Antoniadou, N. (2016).** *The psychosocial and emotional profile of greek students participating in cyber-bullying and traditional bullying incidents: a comparative study* (Doctoral Dissertation). Democritus University of Thrace, Greece. <http://repo.lib.duth.gr/jspui/handle/123456789/10561>.
2. **Antoniadou, N. (2010).** *Bullying assessment and its relation to personality in elementary school students* (Master's Thesis). Democritus University of Thrace, Greece. <https://repo.lib.duth.gr/jspui/bitstream/123456789/895/1/EA867.PDF>
3. **Antoniadou, N. (2007).** *Bullying and victimization experiences among elementary school students with specific learning disabilities* (Bachelor's Thesis). Democritus University of Thrace, Greece. <https://repo.lib.duth.gr/jspui/handle/123456789/2903>

#### 1.2 Articles in International Peer-Reviewed Journals

##### 1.2.1 Published

1. **Antoniadou, N., & Kokkinos, C. M. (2025).** The dark side of humor: Analyzing the relationship between dark triad traits, humor styles, and bullying in university students. *Current Psychology*, 44, 1478-1491. <https://doi.org/10.1007/s12144-025-07314-z> (2024 Impact Factor: 2.6)
2. **Antoniadou, N., & Kokkinos, C. M. (2024).** Breaking the link: parental attachment as a moderator in the relationship between callous-unemotional traits and cyber-bullying. *Child & Youth Care Forum*, 54, 207- 225. <https://doi.org/10.1007/s10566-024-09815-7> (2023 Impact Factor: 1.7)
3. Kokkinos, C. M., **Antoniadou, N., & Voulgaridou, I. (2024).** Majors unleashed: unravelling students' personality profiles across academic disciplines. *Current Psychology*, 43, 17635- 17645. <https://doi.org/10.1007/s12144-024-05721-2> (2023 Impact Factor: 2.8).
4. Kokkinos, C. M., **Antoniadou, N., & Voulgaridou, I. (2023).** Personality profile differences in academic dishonesty and procrastination among Greek university students: A Five Factor facet-level Latent Profile Analysis. *Personality and Individual Differences*, 214, 112337. <https://doi.org/10.1016/j.paid.2023.112337> (2021 Impact Factor: 3.95).
5. Kokkinos, C. M., & **Antoniadou, N. (2023).** Understanding academic dishonesty in university settings: The interplay of dark triad traits and moral disengagement. *The Journal of Genetic Psychology*. <https://doi.org/10.1080/00221325.2023.2297850> (2022 Impact Factor: 1.6).
6. Kokkinos, C. M., & **Antoniadou, N. (2023).** The moderating role of humour styles in the relationship of victimization with internalized and externalized symptoms. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2023.2250127> (2021 Impact Factor: 2.27).
7. Kokkinos, C. M., **Antoniadou, N., & Voulgaridou, I. (2023).** Academic dishonesty among Greek University students from different disciplines: a latent profile analysis of cheating perceptions and academic self-handicapping. *Ethics & Behavior*. <https://doi.org/10.1080/10508422.2023.2216816> (2021 Impact Factor: 2.13).

8. **Antoniadou, N.,** Kokkinos, C. M., & Markos, A. (2019). Psychopathic traits and social anxiety in cyber-space: A context-dependent theoretical framework explaining online disinhibition. *Computers in Human Behavior*, 99, 228-234. <http://dx.doi.org/10.1016/j.chb.2019.05.025> (2021 Impact Factor: 9.79).
9. Kokkinos, C. M., & **Antoniadou, N.** (2019). Cyber-bullying and cyber-victimization among university undergraduates through the lens of the general aggression model. *Computers in Human Behavior*, 98, 59-68. <http://dx.doi.org/10.1016/j.chb.2019.04.007> (2021 Impact Factor: 9.79).
10. **Antoniadou, N.,** Kokkinos, C. M., & Fanti, K. (2019). Traditional and cyber-bullying/victimization: An examination of adolescent participation through Latent Profile Analysis. *International Journal of Bullying Prevention*, 1(2), 85-98. <https://link.springer.com/article/10.1007/s42380-019-00010-0> (2021 Impact Factor: 3.22).
11. **Antoniadou, N.,** & Kokkinos, C. M. (2018). Empathy in traditional and cyber bullying/victimization involvement from early to middle adolescence: A cross sectional study. *Journal of Educational and Developmental Psychology*, 8(1). <https://doi.org/10.5539/jedp.v8n1p153> (2021 Impact Factor: 1.11).
12. **Antoniadou, N.,** Kokkinos, C. M., & Markos, A. (2016). Development, construct validation and measurement invariance of the Greek Cyber-Bullying/Victimization Experiences Questionnaire (CBVEQ-G). *Computers in Human Behavior*, 65, 380-390. <https://doi.org/10.1016/j.chb.2016.08.032> (2021 Impact Factor: 9.79).
13. Kokkinos, C. M., **Antoniadou, N.,** Asdre, A., & Voulgaridou, K. (2016). Parenting and Internet behavior predictors of cyber-bullying and cyber-victimization among preadolescents. *Deviant Behavior*, 37, 439-455. <https://doi.org/10.1080/01639625.2015.1060087> (2021 Impact Factor: 1.72).
14. **Antoniadou, N.,** Kokkinos, C. M., & Markos, A. (2016). Possible common correlates between bullying and cyber-bullying in youth. *Psicologia Educativa*, 22, 27–38. <https://doi.org/10.1016/j.pse.2016.01.003> (2021 Impact Factor: 1.22).
15. **Antoniadou, N.,** & Kokkinos, C. M. (2015). Cyber and school bullying: Same or different phenomena? *Aggression and Violent Behavior*, 25, 363-372. <https://doi.org/10.1016/j.avb.2015.09.013> (2021 Impact Factor: 4.81).
16. Kokkinos, C. M., **Antoniadou, N.,** & Markos, A. (2014). Cyber-bullying: An investigation of the psychological profile of university student participants. *Journal of Applied Developmental Psychology*, 35, 204–214. <https://doi.org/10.1016/j.appdev.2014.04.001> (2021 Impact Factor: 3.28).
17. **Antoniadou, N.,** & Kokkinos, C. M. (2013). A review of research on cyber bullying in Greece. *International Journal of Adolescence and Youth*, 20, 185-201. <https://doi.org/10.1080/02673843.2013.778207> (2021 Impact Factor: 4.21).
18. Kokkinos, C. M., **Antoniadou, N.,** Dalara, E., Koufouzou A., & Papatziki, A. (2013). Cyber-bullying, personality traits and coping strategies in pre-adolescent students. *International Journal of Cyber Behavior, Psychology and Learning*, 3, 55-69. <https://doi.org/10.4018/ijcbpl.2013100104> (2021 Impact Factor: .60).
19. Kokkinos, M. C., & **Antoniadou, N.** (2013). Bullying and victimization experiences in elementary school students nominated by their teachers for Specific Learning Disabilities. *School Psychology International*, 34, 674-690. <https://doi.org/10.1177/0143034313479712> (2021 Impact Factor: 2.06).

20. Kokkinos, C. M., Panayiotou, G., Charalambous, K., **Antoniadou, N.** & Davazoglou, A. (2010). Greek EPQ-J: Further support for a three-factor model of personality in children and adolescents. *Journal of Psychoeducational Assessment*, 28, 259-269. <https://doi.org/10.1177/0734282909351023> (2021 Impact Factor: 1.45).

### 1.2.2 Under Review

1. Antoniadou, N. (under review). Patterns of social network site use among university students: A Latent Profile Analysis of academic and psychosocial outcomes. *Adolescents*.

## 1.3 Articles in Greek Peer-Reviewed Journals

### 1.3.1 Published

1. Arvanitaki, E., & **Antoniadou, N.** (2025). The relationship between parenting practices and parental anxiety among parents of children with and without ADHD. *Pedagogical Review*, 78, 29-47. <https://doi.org/10.26266/jpevol78pp29-47>
2. Efthymiadou, O., & **Antoniadou, N.** (2023). The effect of parenting practices on maladaptive behaviors in preschool children. *Preschool and School Education*, 12(1), 21-37. <https://doi.org/10.12681/ppej.34186>
3. Neochoritou, K., & **Antoniadou, N.** (2023). Gender segregation, school bullying, and victimization in Physical Education classes in Grades 5 and 6 of primary school. *Athlisi kai Koinonia (Exercise and Society)*, 71(1), 64-77. ISSN: 2459-4024
4. Kokkinos, C. M., **Antoniadou, N.**, & Voulgaridou, I. (2019). The mediating role of hostile attribution bias in the relationship between personality and cyberbullying. *Psychology*, 24, 93-112. [https://doi.org/10.12681/psy\\_hps.22388](https://doi.org/10.12681/psy_hps.22388)
5. **Antoniadou, N.**, & Kokkinos, C. M. (2013). Cyberbullying and cybervictimization among children and adolescents: Prevalence and risk factors. *Preschool and School Education*, 1, 138-169. <https://doi.org/10.12681/ppej.42>

## 1.4 Book Chapters

### 1.4.1 Published

1. Touloupis, Th., **Antoniadou, N.**, & Teli, A. (2024). *Adolescent vulnerability to Internet addiction during the pandemic: Psychopedagogical dimensions*. In M. Kouroutsidou, D. Katsarou, & A. Argyriadis (Eds.), *Inclusion and education of vulnerable and marginalized groups*. Gutenberg.
2. **Antoniadou, N.** (2023). *Boredom susceptibility, self-control, and bullying forms among adolescents*. In Aik. Antonopoulou (Ed.), *Honorary Volume in Memory of Aikaterini Maridaki-Kassotaki*.
3. Kokkinos, C. M., & **Antoniadou, N.** (2023). *Cyberbullying in Greece*. In Z. Yan (Ed.), *The Cambridge Handbook of Cyber Behavior* (pp. 155–192). Cambridge Publishing.
4. Villa, P. M., Touloupis, Th., & **Antoniadou, N.** (2023). *The phenomenon of electronic bullying among middle school students: The role of empathy*. In D. Katsarou & G. Reppas (Eds.), *Mental Health and Psychopathology* (pp. 77–98).

5. Kokkinos, C. M., & **Antoniadou, N.** (2022). *Cyberbullying during the COVID-19 pandemic among children and adolescents*. In C. Martin, V.R. Preedy, & V.B. Patel (Eds.), *Handbook of Anger, Aggression, and Violence*. Springer. [https://doi.org/10.1007/978-3-030-98711-4\\_68-1](https://doi.org/10.1007/978-3-030-98711-4_68-1)

#### 1.4.2 In Press

1. Kokkinos, C. M., **Antoniadou, N.**, & Voulgaridou, I. (in press). Greece. In J.S. Hong, R. Thornberg, V.J. Llorent & Z. Han (Eds.), *Bullying: Global case studies in policy and prevention for young people*. Edward Elgar Publishing, Inc.

#### 1.5 Entries in Edited Volumes

1. **Antoniadou, N.**, & Kokkinos, C. M. (submitted). *Cyber-Bullying and Victimization Experiences Questionnaire (CBVEQ-GR)*. In A. Stalikas, S. Triliva, & P. Roussi (Eds.), *Psychometric Tools in Greece*.

#### 1.6 Editing and Academic Material Development

1. **Powerpoint presentation preparation:** Ormrod, J. E. (2020). *Educational Psychology* (Greek edition, edited by C. M. Kokkinos, translated by D. Tomaras). Athens: Gutenberg.
2. **Program and Study Guide development** for the compulsory course Advanced Theories of Developmental Psychology (PSY 629, 10 ECTS), offered in the 1st term of the MSc in Pedagogical Psychology at the European University of Cyprus.
3. **Antoniadou, N.**, Voulgaridou, I., Kipritsi, E., Kokkinos, C. M., Makris, N., & Sakka, D. (2019). *Book of Abstracts of the 17th Panhellenic Conference of Psychological Research*. Alexandroupoli: Praxicon.

#### 1.7 Citations (as of October 2025)

- Google Scholar (1571 citations, h-index = 16)
- Scopus, Elsevier (681 citations, h-index = 11)
- Web of Science (466 citations, h-index = 9)

## 2. Research and Scientific Activity

### 2.1 Member of the Editorial Committee

Themes in Education, University of Ioannina, Greece

### 2.2 Peer Reviewer for Academic Journals

- Acta Psychologica (Science Direct)
- Aggressive Behavior
- BMC- Psychiatry
- BMC- Psychology
- BMC- Public Health
- Computers in Human Behavior (Elsevier)
- Cyberpsychology: Journal of Psychosocial Research on Cyberspace (Masaryk University)
- European Journal of Psychology Open (Hogrefe Publishing Group)



- Frontiers in Pediatrics- Child and Adolescent Psychiatry
- Frontiers in Psychology- Educational Psychology
- Hellenic Journal of Psychology (Psychological Society of Northern Greece)
- Higher Education Studies- Canadian Center of Science and Education.
- International Journal of Bullying Prevention (SpringerLink)
- International Journal of School and Educational Psychology (Taylor and Francis)
- Jornal de Pediatria (Brazilian Society of Pediatrics)
- Journal of Psychosocial Research on Cyberspace (Masaryk University)
- Journal of Interpersonal Violence (Sage)
- Journal Psychology in Russia: State of the Art (The Russian Psychological Society)
- Personality and Individual Differences (Elsevier)
- Psychology & Behavior Analysis (Graphy Publications)
- Psychology in the Schools (Wiley)
- Research in Education, Department of Early Childhood Education, DuTh.
- Psychologia (Ψυχολογία – Journal of the Hellenic Psychological Society)

### **2.3 Reviewer of Conference Papers**

**2024:** 19th European Congress of Psychology- The British Psychological Society (20 εργασίες).

**2023:** 18th European Congress of Psychology- The British Psychological Society (25 εργασίες).

### **2.4 Member of Organizing Committees of Conferences**

**2019:** Member of the Organizing Committee of the 17th Panhellenic Conference of Psychological Research of the Hellenic Psychological Society, Alexandroupoli, Greece, May 2019.

### **2.5 Research Projects**

**2010.....: Project title:** Diagnosis of Learning Problems in Cyprus: Toward a Scientifically Supported Approach. Host Institution: Department of Psychology, University of Cyprus. Principal Investigator: Dr. Georgia Panayiotou, Assistant Professor of Clinical Psychology.

Role: Graduate Research Assistant. Contributed to the adaptation and validation of English-language assessment tools into Greek; organized participant recruitment and testing sessions; assisted in the administration of educational assessment batteries; entered and managed data, and participated in preliminary data analysis.

**2007- 2008..... : Project title:** «Subproject 1 – Teacher Training on Learning Difficulties in the Regions of Thessaly, Central Greece, Eastern Macedonia, and the North and South Aegean Islands Implemented under the Operational Programme for Education and Initial Vocational Training II (EPEAEK II), co-funded by the European Union (75%) and the Hellenic Republic (25%)».

Role: Provided secretarial support for teacher-training seminars held in Alexandroupoli and Xanthi between October 2007 and May 2008.

## 2.6 Participation in Scientific Conferences (Oral and Poster Presentations)

### 2.6.1 National Conferences

1. **Antoniadou, N.** (November 2025). *Profiles of social media use among university students: Implications for academic performance and well-being*. Oral presentation at the 9th Panhellenic Conference of Counseling Psychology, Patras, Greece.
2. **Antoniadou, N., & Kokkinos, C. M.** (November 2025). *Personality, hostile attribution bias, and involvement in bullying-victimization: A Latent Profile Analysis of university students*. Symposium: Personality and Psychosocial Challenges in Higher Education: From Humor and Sleep to the Ethical Use of Artificial Intelligence. 9th Panhellenic Conference of Counseling Psychology, Patras, Greece.
3. **Antoniadou, N.** (May 2025). *The impact of social networking site use on academic performance and well-being among young adults*. Oral presentation at the 19th Panhellenic Conference of Psychological Research, Ioannina, Greece.
4. Arvanitaki, E., & **Antoniadou, N.** (May 2025). *The relationship between parenting practices and parental anxiety among parents of children with and without ADHD*. Oral presentation at the 19th Panhellenic Conference of Psychological Research, Ioannina, Greece.
5. Efthymiadou, O., & **Antoniadou, N.** (May 2025). *The effect of parenting practices on maladaptive behaviors in preschool children*. Poster presented at the 19th Panhellenic Conference of Psychological Research, Ioannina, Greece.
6. **Antoniadou, N., & Kokkinos, C. M.** (October 2024). *The dark side of humor: Exploring the relationship between dark personality traits, humor styles, and bullying among Greek university students*. Symposium: The Role of Dark Personality Traits in Young Adults' Behavior: Findings from Studies with Greek University Students. 7th Panhellenic Conference of Developmental Psychology, Athens, Greece.
7. **Antoniadou, N., & Kokkinos, C. M.** (November 2023). *Parental attachment as a moderator between callous-unemotional traits and cyberbullying*. Symposium: Parenting, Parental Attachment, and the Role of the Father. 8th Panhellenic Conference of Counseling Psychology & 3rd Panhellenic Conference of Positive Psychology, Athens, Greece.
8. Kartsioti, Aik., & **Antoniadou, N.** (March 2023). *Socio-emotional competence in early childhood among children of Greek neo-immigrants in Belgium: Parents' and teachers' perspectives and practices*. Poster presented at the 1st Panhellenic Conference of Intercultural Psychology, Komotini, Greece.
9. Villa, P. M., Touloupis, Th., & **Antoniadou, N.** (January 2023). *The phenomenon of cyberbullying among middle school students: The role of empathy*. Oral presentation at the conference Sociology of Childhood and the Psychology of Children and Adolescents: Parallel Monologues or Dialogical Practices? Aristotle University of Thessaloniki, Greece.
10. **Antoniadou, N., & Kokkinos, C. M.** (January 2023). *Cyberbullying among children and adolescents during the COVID-19 pandemic: A review of empirical studies*. Oral presentation at the same conference, Aristotle University of Thessaloniki, Greece.
11. **Antoniadou, N., & Kokkinos, C. M.** (November 2022). *Boredom susceptibility, self-control, and forms of bullying among adolescents*. Invited symposium: Individual characteristics, interpersonal

- relations, and emotions: Their role in children's and adolescents' psychosocial adjustment. 3rd Panhellenic Conference of School Psychology, Thessaloniki, Greece.
12. Kokkinos, C. M., & **Antoniadou, N.** (October 2022). *Academic dishonesty and the Dark Triad among university students: The moderating role of moral disengagement*. Oral presentation at the 18th Panhellenic Conference of Psychological Research, Athens, Greece.
  13. **Antoniadou, N.**, Kokkinos, C. M., & Markos, A. (May 2019). *Psychopathic traits and social anxiety in cyberspace: How they relate to online disinhibition*. Oral presentation at the 17th Panhellenic Conference of Psychological Research, Alexandroupoli, Greece.
  14. Neochoritou, K., & **Antoniadou, N.** (April 2019). *Gender segregation, school bullying, and victimization in Physical Education classes in Grades 5 and 6 of primary school*. Oral presentation at the 22nd International Conference on Physical Education and Sport, Union of Physical Education Teachers of Northern Greece, Thessaloniki, Greece.
  15. **Antoniadou, N.** (September 2017a). *Designing educational programs in mainstream kindergartens for developing social skills in children with pervasive developmental disorders*. Oral presentation at the 1st Interdisciplinary Conference on Special Education, Mediterranean College, Thessaloniki, Greece.
  16. **Antoniadou, N.** (September 2017b). *Bullying of children with special educational needs in primary education*. Oral presentation at the 1st Interdisciplinary Conference on Special Education, Mediterranean College, Thessaloniki, Greece.
  17. **Antoniadou, N.**, & Kokkinos, C. M. (October 2016). *The role of empathy in elementary, junior high, and senior high school students' involvement in traditional and cyberbullying incidents*. Oral presentation at the 5th Panhellenic Conference of Developmental Psychology, Volos, Greece.
  18. **Antoniadou, N.**, & Kokkinos, C. M. (May 2015). *Cyberbullying: An extension of traditional bullying?* Oral presentation at the 15th Panhellenic Conference of Psychological Research of the Hellenic Psychological Society (HPS), Nicosia, Cyprus.
  19. Kokkinos, C. M., Asdre, A. I., Voulgaridou, K. M., & **Antoniadou, N.** (November 2013). *Cyberbullying and cybervictimization, parenting practices, and online behavior among preadolescents*. Oral presentation at the 3rd Panhellenic Interdisciplinary Conference with International Participation "E-LIFE 2013", Hellenic Society for the Study of Internet Addiction Disorder, Athens, Greece.
  20. **Antoniadou, N.**, & Kokkinos, C. M. (May 2013). *Cyberbullying: Prevalence and risk factors among preadolescents and adolescents*. Oral presentation at the 14th Panhellenic Conference of Psychological Research, Alexandroupoli, Greece.
  21. Kokkinos, C. M., **Antoniadou, N.**, Dalara, E., Koufogazou, A., & Papatziki, A. (November 2012). *Cyberbullying: The role of personality and coping strategies among preadolescents*. Oral presentation at the 4th Panhellenic Conference of Counseling Psychology, Thessaloniki, Greece.
  22. Kokkinos, C. M., **Antoniadou, N.**, Albanopoulos, G., & Davazoglou, A. (May 2009). *Bullying and victimization experiences among students with specific learning disabilities: Frequency, type, and roles*. Poster presented at the 12th Panhellenic Conference of Psychological Research, Volos, Greece.

### 2.6.2 International Conferences

1. **Antoniadou, N., & Kokkinos, C. M.** (2025, June). *The role of attachment and coping in relational victimization among elementary school students*. Paper presented in the World Anti-Bullying Forum 2025 (WABF 2025), Stavanger, Norway.
2. **Antoniadou, N., Voulgaridou, I., & Kokkinos, C. M.** (2024, July). *The effect of humour in the relationship of victimization with internalized/externalized symptoms*. Poster presentation at the 33rd International Congress of Psychology, Prague, Czech Republic
3. **Antoniadou, N., Kokkinos, C. M., & Fanti, K.** (2019, June). *Traditional and Cyber-Bullying/Victimization among adolescents: Examining their Psychosocial Profile through Latent Profile Analysis*. Paper presented at the 2<sup>nd</sup> World Anti-Bullying Forum, Dublin, Ireland.
4. **Antoniadou, N., & Kokkinos, C. M.** (2018, May). *The mediating effects of hostile attribution bias in the association between personality and cyber-bullying*. Symposium presentation at the 6th Conference of Developmental Psychology, Thessaloniki, Greece.
5. **Antoniadou, N., Kokkinos, C. M., & Markos, A.** (2016, July). *Construct validation of a cyber-bullying/victimization questionnaire in Greek among Junior High School students*. Poster presented at the 31<sup>st</sup> International Congress of Psychology, Yokohama, Japan.
6. **Antoniadou, N., & Kokkinos, C. M.** (2014, April). *Possible common correlates between bullying and cyber-bullying in youth*. Paper presented at the 2014 annual meeting of the American Educational Research Association (AERA), Philadelphia, Pennsylvania U.S.A.
7. Kokkinos, C. M., & **Antoniadou, N.** (2012, July). *Cyber-bullies: Who is behind the screens?* Paper presented in the 30<sup>th</sup> International congress of Psychology, Cape Town, South Africa.
8. **Antoniadou, N. & Kokkinos, C.** (2011, November). *A review of cyber-bullying research in Greece*. Paper presented at the International conference of Human Rights and Violent Behavior, Nicosia, Cyprus.
9. Kokkinos, C., Stavropoulos, G. & **Antoniadou, N.** (2011, April). *Difficult and prosocial behaviors in preadolescents: The protective role of self-efficacy, attachment style and coping*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana U.S.A.
10. Kokkinos, C., Stavropoulos, G., **Antoniadou, N.**, Tsakou, E., Manolopoulou, C., & Batrani, C. (2010, May). *Psychopathology and prosocial behavior in preadolescents: The role of anger and self-efficacy*. Poster presented at the 12<sup>th</sup> Biennial Conference of the European Association for Research on Adolescence, Vilnius, Lithuania.
11. Kokkinos, C. M., & **Antoniadou, N.** (2009, July). *Associations between bullying / victimization experiences and the Big Three personality dimensions among primary school children*. Poster presented at the 11<sup>th</sup> European Congress of Psychology, Oslo, Norway.
12. Kokkinos, C. M., **Antoniadou, N.**, Charalambous K., & Davazoglou, A. (2008, July). *Greek J-EPQ: A re-evaluation of its psychometric properties and factor structure 20 years after its standardization*. Poster presented at the 14<sup>th</sup> European Conference on Personality, Tartu, Estonia.
13. Kokkinos, C. M., **Antoniadou, N.**, Alvanopoulos, G., & Davazoglou, A. (2007, September). *Bullying and victimization experiences among children nominated by their teachers as meeting the Learning Disabilities referral criteria*. Poster presented at the 1<sup>st</sup> European Conference on Social, Emotional and Behavioral Competences and Difficulties, Malta.

## 2.7 Membership in Professional and Scientific Associations

<b>2025- present:</b>	Regular Member, Psychological Society of Northern Greece.
<b>2025- present:</b>	Regular Member, Hellenic Educational Society.
<b>2023:</b>	Member, European Association for Research on Learning and Instruction (EARLI).
<b>2019- present:</b>	Regular Member, Hellenic Psychological Society (HPS)- Divisions of School Psychology and Developmental Psychology.
<b>2017- present:</b>	Regular Member, Hellenic Psychological Society (HPS).
<b>2015- 2024:</b>	Member, Panhellenic Scientific Association of Special Education.
<b>2015- 2016:</b>	Member, Association for Psychological Science (APS).
<b>2011, 2014 &amp; 2023:</b>	Member, American Educational Research Association (AERA).

## 3. Teaching, Academic, and Training Experience

### 3.1 Independent Teaching in University Departments

#### 3.1.1 As Assistant Professor (Tenure-Track Appointment – Government Gazette Issue Γ' 1043/01-04-2024):

Department of Primary Education, School of Education, University of Ioannina  
Undergraduate Program

- Instructor of Required Course “Introduction to Psychology” (**Fall Semester 2025-2026**)  
Course Description: «Topics include: Introduction to Psychology: Definition, history/evolution, basic approaches, research methods. Sensation and Perception: Basic principles, vision, hearing, other senses. Consciousness: Nature and levels of consciousness, sleep, dreams, hypnosis, psychoactive substances. Memory: Types and stages of memory. Intelligence: Definition, measurement, influences. Emotion and Motivation. Personality: Assessment and theories».
- Instructor of Required Course “Educational Psychology” (**Fall Semester 2025-2026**)  
Course Description: «In the context of the course, the following are presented: (a) an overview of Educational Psychology, (b) the concept of human learning and theories of learning, (c) behavioral approaches to learning, (d) socio-cognitive approaches to learning, (e) cognitive approaches to learning, (f) socio-cultural approaches to learning, (g) motivations, emotions, and their effects on learning, (h) individual differences and their impact on learning».

Instructor of Required Course, “Developmental Psychology” (**Spring Semester 2025-2026**)

Course Description: «Within the framework of the course, the following topics are presented: Key issues in the study of human development. Research methods in Developmental Psychology. Theories of human development. Physical, cognitive, social, and emotional development during infancy. Language development. Physical, cognitive, social, and emotional development in early and middle childhood. Physical, cognitive, moral, social, and emotional development during adolescence».

- Instructor of Elective Course: «Social behavior and school adjustment» (**Spring Semester 2024-2025, 2025-2026**).

Course Description: «Within the context of the course, the following topics are presented: (a) the impact of students' social behaviour on school adjustment and learning, (b) the impact of educators' relationships with students on school adjustment and learning (e.g., effective communication, effective practices, evaluation, interventions), (c) the impact of the school's relationship with the students' families on school adjustment and learning (e.g., communication benefits, strategies to enhance parental involvement), (d) the promotion of students' social skills and relationships for the benefit of school adjustment and learning (e.g., prosocial behaviour, evaluation of social skills and relationships, interventions), (e) the prevention and management of behavioural issues within the school context (e.g., conflict resolution, management strategies for common behavioural problems, school bullying, evaluation, interventions)».

Co-Instructor of Required Course “General Psychology I” (**Fall Semester 2024–2025**, with Professor Plousia Misailidi)

Course Description: «Topics include: Introduction to Psychology: Definition, history/evolution, basic approaches, research methods. Sensation and Perception: Basic principles, vision, hearing, other senses. Consciousness: Nature and levels of consciousness, sleep, dreams, hypnosis, psychoactive substances. Memory: Types and stages of memory. Learning (classical, operant, and contemporary approaches), Intelligence: Definition, measurement, influences. Emotion and Motivation. Personality: Assessment and theories

- Instructor of Elective Course: «Educational Psychology: Research and Practice» (**Spring Semester 2024-2025**).

Course Description: «Within the framework of the course, the following topics are presented: (a) the role of research in Educational Psychology, (b) effective teaching and learning environment, (c) research and applications of learning and motivation theories, (d) effective classroom management, (e) managing diversity in the classroom».

### 3.1.2 As Adjunct Lecturer:

Department of Psychology, School of Philosophy, Aristotle University of Thessaloniki. Master’s Program in School Psychology, specialization: Applications of Psychology in Education

- Instructor of Elective Course «Learning Difficulties: Educational Interventions» (**Spring Semester 2021–2022**).

Course Description: «Historical and theoretical perspectives; conceptualization and etiology of learning difficulties. Main types of learning disorders: reading, written expression, and mathematics. Cognitive, metacognitive, motivational, emotional, self-perceptual, and social characteristics of students with learning difficulties. Assessment: aims, dimensions, methods, criteria, and evaluation services. Intervention and support of students with learning difficulties. Teaching approaches suitable for students with learning disorders (behaviorism, constructivism). Intervention and support programs at school. Curriculum and instruction adaptations for students with learning difficulties. Teaching interventions for reading, written

*language, and mathematics difficulties. Strengthening the psychosocial characteristics of students with learning difficulties. Response to Intervention (RtI) framework and inclusive school practices.».*

Department of Early Childhood Education, School of Education, Aristotle University of Thessaloniki. Undergraduate Program

- Instructor of Elective Course «Educational Psychology» (appointment under Presidential Decree 407/80 – fixed-term employment contract) **(Spring semester 2021-2022).**

Course Description: *«The course aims to help students understand how psychological principles connect with educational practice, with an emphasis on early childhood education. It focuses on (1) basic learning and motivation theories in relation to teaching, and (2) principles of classroom management and the creation of effective learning environments.»*

Department of Primary Education, School of Education, University of Ioannina. Undergraduate Program.

- Instructor of Required Course «General Psychology I» (Teaching appointment under the project “Gaining Academic Teaching Experience for New PhD Holders at the University of Ioannina,” Operational Program “Human Resources Development, Education, and Lifelong Learning”) **(Fall Semesters 2019–2020 and 2020–2021).**

Course Description: *«Introduction to the science of psychology—principles, approaches, and methods. The course provides foundations for understanding the nature of psychology as a science, examines key human functions, and introduces essential psychological knowledge in cognitive, developmental, and social domains».*

Department of Primary Education, School of Education, University of Ioannina. Undergraduate Program.

- Instructor of Elective Course «General Psychology II» (Teaching appointment under the project “Gaining Academic Teaching Experience for New PhD Holders at the University of Ioannina,” Operational Program “Human Resources Development, Education, and Lifelong Learning”) **(Spring semesters 2019-2020 and 2020-2021).**

Course Description: *«The course aims to provide knowledge on the theoretical foundations, methodological approaches, as well as research and practice related to key issues concerning the healthy development of children and adolescents. These topics are examined from the perspectives of Clinical, Social, Developmental, and Organizational Psychology.».*

Department of Primary Education, School of Education, University of Ioannina. Undergraduate Program.

- Instructor of Elective Course «Adolescent Psychology: Development and Resilience» (Teaching appointment under the project “Gaining Academic Teaching Experience for New PhD Holders at the University of Ioannina,” Operational Program “Human Resources Development, Education, and Lifelong Learning”) **(Spring semesters 2019-2020 and Εαρινό εξάμηνο 2020-2021).**

Course Description: *«The course examines the psychosocial, emotional, and biological components of adolescence, focusing on the parameters and processes underlying adolescent resilience. Its purpose is to provide knowledge of contemporary theoretical and research developments in various domains of adolescent psychology. It explores major phenomena characterizing adolescence through the lenses of Developmental, Social, School, and Positive Psychology, and discusses issues related to the promotion of mental health and resilience during adolescence».*

Department of Early Childhood Education, School of Education, Democritus University of Thrace,  
Undergraduate Program

- Instructor of Elective Course «Assessment and Support of Children with Special Educational Needs» (Teaching appointment under the project “Gaining Academic Teaching Experience for New PhD Holders at Democritus University of Thrace,” Operational Program “Education and Lifelong Learning”) (**Spring Semester 2017-2018**).

Course Description: «*The course aims to familiarize students with the concept of special education, helping them understand the learning profiles and key characteristics of students with special educational needs (SEN) who are most frequently integrated into general preschool classrooms. It emphasizes the importance of early and comprehensive assessment and introduces methods for designing and implementing modern educational programs that effectively support these students. In addition, the course seeks to inform students about existing special education structures and support services, and to highlight the importance of collaboration with families of children with special educational needs.*».

### **3.2 Adjunct Faculty in University Programs**

Hellenic Open University (HOU)

- Academic Tutor (Course Instructor) for the online module “The Development of the Child in the Social Environment” (EKP50), Master’s Program “Education Sciences” (semester-based structure), School of Humanities (**Fall and Spring Semesters 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026**).

Course Description: «*The aim of this module is to promote understanding of the developmental stages from early childhood to adolescence. It examines children’s early relationships with caregivers and their importance for subsequent development; the role of language as a tool for communication and thought; learning processes in preschool and school-age children; and how parents, teachers, and other adults teach and interact with children across developmental contexts. It also explores the child’s active role in their own learning and development, as well as the importance of peer relationships for social, cognitive, and emotional growth. Finally, it addresses how adolescents negotiate autonomy and independence in their thinking and behavior. The course adopts a sociocultural perspective, viewing development as a product of specific cultural practices, social processes, and interpersonal relationships*».

### **3.3 Invited Lecturer in University Courses (Postdoctoral Teaching Activities)**

Department of Primary Education, School of Education, Democritus University of Thrace  
Undergraduate Program

Guest Lectures in the course “Psychology of Individual Differences”

- Empathy (**Spring Semester 2021-2022**).

Guest Lectures in the core course “Learning and Adjustment Difficulties in Education”

- Autism Spectrum Disorders (**Fall Semesters 2017–2018, 2018–2019, and 2020–2021**)
- Hearing Impairments (**Fall Semesters 2017–2018, 2018–2019, 2019–2020, and 2020–2021**)

Guest Lectures in the core course “Educational Psychology”

- Research in Educational Psychology (**Fall Semester 2017-2018**).



- Effective Teaching and the Effective Teacher (**Fall Semester 2017-2018**).

Department of Primary Education, School of Education, Democritus University of Thrace

Undergraduate Program

Postgraduate Program: “Leadership in Education Sciences”

Guest Lectures in the course “Psychology of Education” (**Fall Semesters 2017-2018, 2018-2019, 2019-2020, 2020-2021 and 2021-2022**)

- Traditional Bullying among Children and Adolescents
- Cyber-bullying among Children and Adolescents

Guest Lectures in the course “Psychology of Education” (**Fall Semesters 2018-2019, 2019-2020 and 2020-2021**)

- Prosocial Behavior in Children and Adolescents

Department of Primary Education, School of Education, University of Ioannina. Postgraduate Program “Education Sciences – Specialization: Applied Counseling”

Guest Lectures in the course “Assessment and Measurement in Counseling” (**Fall Semesters 2018-2019, 2019-2020 and 2021-2022**)

- Assessment of Prosocial Behavior in Children and Adolescents.
- Assessment of Aggressive Behavior in Children and Adolescents (School Bullying and Cyberbullying).

### **3.4 Teaching in Private College (Postsecondary Education Centre) Mediterranean College of Thessaloniki (2014-2018)**

BA (Hons) Early Childhood Studies

- Instructor, “Emerging Practitioner” (**2014-2018**)
- Instructor, “Professional Practice” (**2014-2015**)
- Instructor, “Educational Activities” (**2014-2015**)
- Instructor, “Critically Reflective Practitioner” (**2016-2017**)

MA in Education (Special Educational Needs & Disabilities)

- Instructor, “Crafting Your Master’s Study” (**2017–2018**)

Higher National Diplomas (HND) in Education Sciences

- Instructor, “Educational Activities” (**2014-2015**)
- Instructor, “Early Years Curriculum, Play and Learning” (**2015**)

### **3.5 Invited Talks and Public Lectures**

**2025:** Invited speaker at a seminar organized by the Regional Directorate of Primary and Secondary Education of Eastern Macedonia and Thrace, titled “Adolescence in the Age of Screens: Understanding the Challenges of the Digital World” (Kavala).

**2025:** Eight-hour teacher training program (Primary Education Directorate of Athens A, Ymittos & Ilioupolis), invited by the Educational Counselor of Primary Education (Position PE70/7th District), titled “Prosocial and Antisocial Behavior” (Online).

**2024:** Lecture delivered within the Teacher Network “The Educator and Contemporary Challenges”, organized by the Department of Primary Education, University of Ioannina, titled “School Bullying and Cyberbullying among Children and Adolescents” (Online).

**2024:** Invited speaker at a conference organized by the Regional Directorate of Primary and Secondary Education of Eastern Macedonia and Thrace, titled “Adolescence in the Age of Screens: Understanding the Challenges of the Digital World” (Komotini).

**2023:** Lecture at the 4th Kindergarten of Oreokastro titled “Aggression and School Bullying”.

**2022:** Lecture at the 32nd Kindergarten of Thessaloniki titled “Internet Safety: Starting Early, Starting Right”.

**2019:** Lecture at the Evening Junior High School of Ampelokipoi titled “Online Safety for Children and Adolescents: The Role of Parents”.

**2018:** Talk at TEDx Thessaloniki on Cyberbullying among Children and Adolescents.

**2016:** Presentation at a conference on Child Abuse, organized by the School of Psychology and the School of Education of Mediterranean College, titled “Bullying and Cyberbullying”.

**2015:** Lecture at a seminar organized by the School Counselor for Special Education, Primary Education Directorate of Western Thessaloniki, titled “School Bullying among Primary School Children with Special Needs”.

**2012:** Lecture at an informational event for parents and teachers, Municipality of Paggaio, on Safe Internet Use for Elementary School Students.

**2011:** Lecture to students of the 4th General Lyceum of Alexandroupolis titled “Cyberbullying”.

### **3.6 Supervision of Undergraduate and Master’s Theses**

#### ***3.6.1 Supervision of Undergraduate Theses***

Department of Primary Education, School of Education Sciences, University of Ioannina  
Undergraduate Program of Studies.

**Academic Year 2025-2026:**

- Social adjustment and academic performance of children of divorced parents.
- Childhood trauma, aggression, and school adjustment: A literature review.

Mediterranean College of Thessaloniki (2016-2018) (Centre for Post-Secondary Education)  
School of Education Sciences, BA (Hons) Early Childhood Studies

- How can a preschool teacher handle children’s aggression within the classroom?
- Teachers’ beliefs about the effects of child abuse in preschooler’s social interactions inside the classroom.
- Preschool teachers’ perceptions of physical aggression among students and its relationship with abuse.
- The views of pre-school teachers on the role of music in preventing bullying and improving the social relationships of students.
- How story telling affects second language learning in reception class.

#### ***3.6.2 Supervision of Master’s Theses***

Hellenic Open University (HOU)

**Winter and Spring Semesters 2022-2023:**

- Stress and parenting practices among parents of children with ADHD.
- Philologists' views and practices regarding the teaching of History to students with learning difficulties.

#### **Winter and Spring Semesters 2021-2022:**

- The impact of parenting style on the manifestation of negative and maladaptive behaviors in preschool children.
- Socio-emotional competence of preschool children of Greek neo-migrant families in Belgium: Parents' and teachers' views and practices.

#### **Winter and Spring Semesters 2019-2020:**

- Difficulties in career choice: Exploring the role of cognitive and emotional development in adolescents' challenges in forming vocational identity through self-perceptions.
- Prevalence, forms, and risk factors of cyberbullying among Greek university students.
- Secondary school teachers' perceptions and attitudes regarding school bullying/victimization and the role of bystanders.
- Cyberbullying among adolescents: The role of gender, age, and academic performance in coping strategy selection.
- Digital bullying among adolescents in Attica: The role of social media and coping strategies.

#### **Winter and Spring Semesters 2018-2019:**

- Academic performance of culturally diverse students in 5th and 6th grade: The influence of parents' and teachers' expectations.
- The relationship between emotional intelligence, school performance, bullying, and victimization in primary education.
- The impact of parenting style on the psychosocial adjustment of students aged 10–12 with specific learning difficulties.

#### **Winter and Spring Semesters 2017–2019:**

- Gender segregation, school bullying, and victimization in Physical Education classes in 5th and 6th grade.
- The role of “significant others” in shaping adolescents' self-esteem.

#### Mediterranean College of Thessaloniki (2017-2018) (Centre for Post-Secondary Education)

#### School of Education Sciences, MA in Education (Special Educational Needs & Disabilities)

- The attitudes of mainstream preschool teachers of private and public kindergartens in Thessaloniki regarding the inclusion of students with special educational needs (SEN) in mainstream preschool classrooms.

#### **3.6.3 Member of Three-Member Doctoral Dissertation Committees**

- 2025- present: Theano Papioti- “Minds and Machines: Individual Differences in Ethical and Maladaptive AI Use in Academia: A Longitudinal Study”.
- 2025- present: Vasiliki Koziaki- “Teacher-student interpersonal relationships and their impact on the educational process in primary schools”.

- 2025- present: Aikaterini Fotiadou- “Teacher-student interpersonal relationships and their impact on the educational process in primary schools”.

### **3.6.4 Member of Seven-Member Doctoral Dissertation Committees**

- 2024: Theodora Emmanouela Tsalta – “The impact of empathy, emotional intelligence, and mindfulness on teachers’ psychological resilience: Design, implementation, and evaluation of a Positive Psychology intervention”. Department of Primary Education, University of Ioannina. Defense date: November 8, 2024.

## **3.7 Professional Experience in Primary Education as Special Education Kindergarten Teacher**

<b><u>Permanent Appointments:</u></b>	<u>Official appointment published in Gov. Gazette No. 918, C, 17/08/2018.</u>
<b>01/09/2023- 13/06/2024</b>	2nd Kindergarten of Panorama (Integration Class), Directorate of Primary Education, <b>Thessaloniki A’</b> .
<b>20/06/2023- 31/08/2023</b>	Secondment to the Regional Directorate of Primary Education, <b>Thessaloniki A’</b> .
<b>06/03/2022- 20/06/2023</b>	12th Kindergarten of Kalamaria (Integration Class), <b>Thessaloniki A’</b> .
<b>01/09/2022- 05/03/2023</b>	61st Kindergarten of Thessaloniki (Integration Class), <b>Thessaloniki A’</b> .
<b>30/06/2021- 31/08/2022</b>	Special Kindergarten of Lagadas, <b>Thessaloniki B’</b> .
<b>01/09/2020- 29/06/2021:</b>	Special Kindergarten of Agios Athanasios, <b>Thessaloniki B’</b> .

### **Substitute Appointments:**

<b>06/09/2019- 30/06/2020:</b>	32nd Kindergarten of Thessaloniki (Shadow teacher), <b>Thessaloniki A’</b> .
<b>14/11/2018- 21/06/2019:</b>	37th Kindergarten of Thessaloniki (Shadow teacher), <b>Thessaloniki A’</b> .
<b>06/09/2018- 13/11/2018:</b>	49th Kindergarten of Thessaloniki (Shadow teacher), <b>Thessaloniki A’</b> .
<b>06/09/2017- 21/06/2018:</b>	1st Kindergarten of Tagarades (Shadow teacher), <b>Thessaloniki A’</b> .
<b>26/09/2016- 21/06/2017:</b>	Kindergarten of Agia Sofia (Shadow teacher), <b>Thessaloniki B’</b> .
<b>12/10/2015- 21/06/2016:</b>	1st Kindergarten of Axioupoli (Shadow teacher), <b>Kilkis</b> .
<b>16/10/2014- 21/06/2015:</b>	1st Kindergarten of Chortiatis (Shadow teacher), <b>Thessaloniki A’</b> .
<b>01/10/2013- 21/06/2014:</b>	1st Kindergarten of Oreokastro (Shadow teacher), <b>Thessaloniki B’</b> .
<b>19/09/2011- 21/06/2012:</b>	Special Kindergarten of Alexandroupolis, <b>Evros</b> .
<b>13/09/2010- 21/06/2011:</b>	11th Kindergarten of Orestiada (Integration Class), <b>Evros</b> .

## **4. Supervisory and Administrative Duties**

### **4.1 Supervision of Student Practicum**

Mediterranean College of Thessaloniki (2014-2018) (Post-Secondary Education Centre)

School of Education, BA (Hons) Early Childhood Studies

- Practicum Supervisor for undergraduate students (**2014-2018**)

Mediterranean College of Thessaloniki (2014-2018) (Post-Secondary Education Centre))

School of Education, Higher National Diplomas (HND)

- Practicum Supervisor for undergraduate students (**2014-2015**)

## 4.2 Administrative Duties

- **Member of Committees, Department of Primary Education, University of Ioannina 2025-2026:**

- Member, Editorial Board of the Journal “Themes in Educational Sciences”.
- Member, Ethics and Research Committee.
- Member, Selection Committee for Adjunct Lecturers under the Program “Gaining Academic Teaching Experience for Early-Career PhD Holders” (Winter semester 2025–2026).
- Member, Program Accreditation Committee.
- Chair, Materials Acceptance Committee.

**2024-2025:**

- Member, Student Mobility Committee (incoming students from other universities).
- Member, Program Accreditation Committee.
- Member, Curriculum and Regulations Committee (Undergraduate, Postgraduate and Doctoral Studies).
- Member, Doctoral Candidate Selection Committee (Research Area: Theory of Mind Development).
- Regular Member, Procurement Committee for Software Acquisition (Special Account for Research Funds – ELKE)

- **2025-2026:** Assistant Director, Master’s Program “Educational Sciences”, School of Humanities, **Hellenic Open University**.
- **2023-2024, 2024-2025:** Assistant Coordinator, Module “Child Development in the Social Environment” (EKP50), Master’s Program “Educational Sciences” (semester-based structure), School of Humanities, **Hellenic Open University**.
- **30/06/2021- 31/08/2022:** Headmaster, Special Kindergarten of Lagadas, **Western Thessaloniki**.
- **01/09/2020- 29/06/2021:** Headmaster, Special Kindergarten of Agios Athanasios, **Western Thessaloniki**.
- **2011-2012:** Headmaster, Kindergarten of Alexandroupolis, **Evros**.

## C. OTHER QUALIFICATIONS

### 1. Languages

<b>English:</b>	Excellent knowledge (Cambridge Proficiency, Michigan Proficiency).
<b>Spanish:</b>	Basic knowledge (Diploma de Espanol como Lengua Extranjera- Inicial).
<b>Greek Sign Language:</b>	Certificate of Proficiency in Greek Sign Language.

### 2. Computer Skills

**Certification:** Cambridge International Diploma in IT Skills Proficiency της Vellum Global Educational Services S.A.

**Knowledge and Use of:**

- Word Processing, Databases, Spreadsheets, Presentation.

- Internet services & Moodle.
- Statistical Software (SPSS21-IBM, R).

### 3. Additional Certifications and Training

- Introductory Training Program for Newly Appointed Primary Education Teachers (Special Preschool Education) – 24 hours synchronous and 72 hours asynchronous training (**April–May 2023**).
- Training Program “Autism: Understanding, Education and Intervention” – 450 hours, University of Patras (**July 2022–April 2023**).
- Applied Behavior Analysis (ABA) Training, 17 hours, Interdisciplinary Center of Epirus (**December 2022**).
- Teacher Training Program “Teaching Skills through Workshops” (MIS 5092064), designed by the Institute of Educational Policy (IEP) and implemented via the IEP “Training Information System” platform (**August 2021**).
- Intensive Teacher Training in Distance Education, 8-week program under the Operational Programme Human Resources Development, Education and Lifelong Learning 2014–2020, co-funded by Greece and the European Union (**June 2021**).
- Massive Open Online Course (MOOC): “Learning Digitally, Teaching Digitally – Primary Education”, 6.5 weeks, Ministry of Education and Religious Affairs (MoERA) & European SchoolNet (EUN) (**08/03/2021–21/04/2021**).
- Workshop “Messy Play: Sensory Play as a Means of Development in Early Childhood”, Hehe Art, Play & Therapy (**06/09/2020**).
- Certificate in Open and Distance Education, Internal Evaluation and Training Unit (MEAE), Hellenic Open University (**13/11/2017–02/02/2018**).
- Certified Training in the Social Skills Intervention Program, focusing on the use of play to enhance social skills in children on the autism spectrum, organized by the Interdisciplinary and Research Center for Psychosocial Support of Children and Adults (DI.KE.PSY), 16 hours (**14–15/06/2014**).
- Professional Training for Mental Health Practitioners on Internet Addiction and Online Child Protection, 85 hours, Center for Continuing Education and Lifelong Learning, National and Kapodistrian University of Athens (co-funded by the EU, ARIADNI project) (**2011**).