

CURRICULUM VITAE

ELENI KATSAROU

**Professor of Curriculum Theories and Instruction,
Department of Primary Education, University of Crete, Greece**

EDUCATION

- Bachelor of Philology, Department of Philology, National and Kapodistrian University of Athens (1983-1987).
- PhD., Doctoral thesis entitled: "Reforming the Curriculum with Action Research: the case of Modern Greek Language", Sector of Pedagogy, Department of Philosophy-Pedagogy and Psychology, School of Philosophy, National and Kapodistrian University of Athens (1993-1998).
- Postdoctoral research on the topic: "Alternative forms of student assessment in Modern Greek language: exploring the concept and testing in teaching practice", Sector of Pedagogy, Department of Philosophy-Pedagogy and Psychology, School of Philosophy, National and Kapodistrian University of Athens (2001-2003).

SCHOLARSHIPS

- Scholarship for PhD studies from the State Scholarship Foundation in the specialization of *Teaching philological subjects* (year 1991).
- Postdoctoral Research Program Fellowship 2001-2002 from the State Scholarship Foundation in the field of: *Education, Teacher Training, Secondary Education*.

CAREER – ACADEMIC POSITIONS

- 1987-2006: Teacher of Literature in Secondary Education, occasionally seconded to the Pedagogical Institute (Evaluation Department) and the Centre for Educational Research
- 2000-2004: Adjunct lecturer in the Department of Philosophy-Pedagogy and Psychology, School of Philosophy, National and Kapodistrian University of Athens
- 2006-2009: Lecturer at the Department of Philosophy and Social Studies of the University of Crete.
- 2010-2016: Assistant Professor at the Department of Philosophy and Social Studies of the University of Crete.
- 2016 to 2020: Associate Professor at the same Department
- 2020 to August 2023: Professor at the same Faculty
- September 2023 to date: Professor at the Department of Primary Education, University of Crete.

RESEARCH INTERESTS

Curriculum theories, educational action research, (multi)literacies, and recently: the digitalization of education

Publications (selection)

1. Galanaki, M.A. & Katsarou, E. (2022). God blesses the ones that “like” the post: Natural Language Processing of Like-Farming News in Greek for producing teaching proposals in the context of Critical Digital Literacy. In S.G. Soulis, M. Liakopoulou, A. Galani (eds). *Challenges and Concerns in 21st Century Education*. Cambridge Scholars Publishing: pp. 270-285.
2. Sipitanos, K., Katsarou, E. & Polyzois, G. (2021). Action Research and Critical Discourse Analysis: A Pathway to School Principals’ Professional Development, *The International Journal of Humanities and Social Studies*, 9 (9): pp. 149-160.
3. Katsarou, E. & Sipitanos, K. (2020). Building Knowledge Ecologies in schools: Reconstructing the curriculum to develop inclusive classrooms. In A. Chatzidaki & R. Tsokalidou (eds). *Challenges and Initiatives in Refugee Education: the case of Greece*. Cambridge Scholars Publishing.
4. Katsarou, E. & Sipitanos, K. (2019). Producing and disseminating marginalized knowledge through students’ drawings, videos and crafts, *Punctum International Journal of Semiotics*, 5 (1): 92-113.
5. Katsarou, E. & Sipitanos, K. (2019). Contemporary school knowledge democracy: possible meanings, promising perspectives and necessary prerequisites, *Educational Action Research Journal*, 27 (1) (special issue on Knowledge Democracy): 108-124.
6. Katsarou, E. & Tsafos, V. (2018). Official Educational Policy and Action Research in the Era of Crisis: The Case of Greece, *Journal of Education & Social Policy*, 5(1): 221-229.
7. Sfakianaki, A. & Katsarou, E. (2017). Teacher-researchers’ discourse as evidence for their professional development towards a democratic school. In *the Proceedings of the 2nd International Conference: Literacy and Contemporary Society: Spaces, Discourses, Practices*, (pp. 566-579), 28-29 November, Nicosia, Cyprus.
8. Katsarou, E. (2017). The multi-paradigmatic character of contemporary educational action research: a promising perspective or an underlying threat?, *Educational Action Research*, 25(5): 673-686.
9. Katsarou, E. & Tsafos, V. (2016). Recognising participants’ professional identities through analysis of narratives in educational Action Research, *International Journal of Action Research*, 12 (3): 248-271.
10. Katsarou, E. (2014). Critical action research and the challenge of postmodernism. Perspectives and limitations. In Thomas Stern, Franz Rauch, Angela Schuster, & Andrew Townsend (eds.). *Action Research, Innovation and Change: International Perspectives across disciplines* (pp. 191-201). Taylor & Francis.
11. Katsarou, E. & Tsafos, V. (2014). Using action research in curriculum development in a fully-controlled educational context: The case of Greece, *European Journal of Curriculum Studies*, 1 (2): 141-161.

12. Katsarou, E. & Tsafos, V. (2013). Student-teachers as researchers: towards a professional development orientation in teacher education. Possibilities and limitations in the Greek university. *Educational Action Research* 21 (4): 532-548.
13. Frydaki, E. & Katsarou, E. (2013). The Crucial Role of Teachers' Dialogic Practices in an Educational Action Research. *Journal of Teaching and Teacher Education* 1 (2): 73-87.
14. Katsarou, E. & Tsafos, V. (2013). Action research as a means for reforming curriculum. In Morgado, J.C., Alves, M.P., Vianna, I., Ferreira, C., Seabra, F., Van Hattum-Janssen, N. & Pacheco, J. A. (eds). *Proceedings of the European Conference on Curriculum Studies. Future Directions: Uncertainty and Possibility* (pp. 234-239), Braga: University of Minho, available online: <http://webs.ic.uminho.pt/euroacs/conferenceProceedings.pdf>.
15. Katsarou, E. & Tsafos, V. (2010). Multimodality in L1 Curriculum: The case of Greek compulsory education. *Critical Literacy: Theories and Practices*, 4 (1): 48-65.
16. Chatzidaki, A. & Katsarou, E. (2010). Teachers' professional development in Intercultural Pedagogy: a case from Greece. In Christos Govaris & Stavroula Kaldi (eds.), *The Educational Challenge of Diversity in the International Context* (pp. 175-190). Munster / Westfalen: Waxmann Verlag.
17. Katsarou, E. & Tsafos, V. (2009). Dominant discourses vs. students' subjectivities in Greek L1 Curriculum. *International Journal of Learning*, 16 (11): 33-46. Common Ground Publisher, University of Melbourne, Australia.
18. Katsarou, E. (2009). Literacy in the Greek educational context: the aspects of Literacy promoted by the Language Curriculum of the Junior High School. *L1-Educational Studies in Language and Literature*, 9 (3): 49-70.
19. Katsarou, E. (2009). A multiliteracy intervention in a contemporary "mono-literacy" school in Greece, *International Journal of Learning*, 16, (5): 53-65. Common Ground Publisher, University of Melbourne, Australia.
20. Katsarou, E. & Tsafos, V. (2008). Collaborative school innovation project as a pivot for teachers' professional development: the case of Acharnes' Second Chance School in Greece, *Teacher Development*, 12 (2): 125 – 138.

RESEARCH (recent projects)

1. Coordinator of the European Project Erasmus+ KA201 entitled: Bridging languages and memories to foster multiple identities: "Never leave your backpack behind!" – Backpack_ID. BACKPACK ID is an innovative intervention for promoting the inclusion of refugee children at school in 4 European countries (Greece and Italy, Germany and Sweden), which are met with acute and very diverse challenges by the ongoing refugee crisis.
Duration: September 2017 – December 2020
Website: <http://backpackid.eu/el/>
Funded by EU, Erasmus+ KA2 (Strategic Partnerships for school education)
Funding for the University of Crete: 103.000 euros.

2. Scientific Responsible for University of Crete in the European Project Erasmus+ KA201 entitled: Children's life quality: participation, recreation and play – CICADA.
Duration: September 2019 – August 2021
Website: <https://cicada-erasmus.csicy.com/>
Funded by EU, Erasmus+ KA2 (Strategic Partnerships for school education)
Funding for the University of Crete: 35.000 euros.
3. Scientific Responsible of the Research Project entitled: "From the school principal's linguistic repertoires of discourse of power to the transformation of the educational community: A Participatory Action Research.
Duration: February 2020 – May 2021 (15 months)
Funded by national resources: ESPA 2014-2020, Support for researchers focusing on young researchers - cycle B.
Funding for the University of Crete: 40.000 euros
4. Scientific Responsible for University of Crete in the European Project Erasmus+ KA220 entitled: ARiSE: The Right(s) School. The Project attempts to bring Human Rights Education (HRE) to the field of school education in order to improve the existing competences of teachers and equip them with valuable educational tools.
Duration: February 2022 – January 2024
Funded by EU, Erasmus+ KA220-SCH (Strategic Partnerships for school education)
Funding for the University of Crete: 35.000 euros
5. Scientific Responsible for University of Crete in the European Project Erasmus+ KA220 entitled: Coaching Academics as Learners for Inclusive Teaching In Optimal Networks (COALITION). COALITION is creating a Community of Practice for developing higher education pedagogies based on Inclusive Student-Centred Teaching Practices (i-SCP).
Duration: October 2022 – September 2025
Website: <https://coalition-erasmusplus.com/>
Funded by EU, Erasmus+ KA220-HED
Funding for the University of Crete: 79.000 euros
6. Scientific Responsible for University of Crete in the European Project Erasmus+ KA220 entitled: Students of Higher Education critical digital Literacy Development against Disinformation (SHIELD vs Disinfo). SHIELD is aiming at developing all the necessary educational materials for enhancing HE students' critical digital literacy so that future professionals can recognize and tackle disinformation.
Duration: October 2022 – September 2025
Website: under construction
Funded by EU, Erasmus+ KA220-HED
Funding for the University of Crete: 79.000 euros
7. Scientific Responsible for University of Crete in the European Project Erasmus+ KA220 entitled: Digital Storytelling in Supporting Immigrant University Students' Language and Technology Use skills (E-stories). The Project aims to enhance international university students' language use skills, more specifically productive skills of speaking and writing in the host language, foster their digital competence and digital literacy, and promote their intercultural competence and awareness.
Duration: January 2024-December 2026
Funded by EU, Erasmus+ KA220-HED

Funding for the University of Crete: 46.000 euros

8. Member of the scientific committee and the steering group of the HORIZON Project entitled: TALOS – Artificial Intelligence for Humanities and Social Sciences (AI4SSH). The Project aims at creating a center for Digital Humanities at the University of Crete.

Scientific Responsible: Prof. Melina Tamiolaki, Department of Philology

Duration: March 2023- February 2028

Funded by E.U, Horizon 2021-2027, Widening participation and strengthening the European Research Area. Era-Chair Projects.

Funding for the University of Crete: 2,5 million euros.

9. Member of the scientific committee of the University of Crete for the implementation of the interdisciplinary project entitled: Defining and developing Artificial Intelligence Literacy: a MOOC for all. The Project attempts to create a MOOC for all HE students introducing them to the basic terms, concepts, and principles of Artificial Intelligence.

Scientific Responsible: Dr Konstantinos Sipitanos, postdoctoral researcher

Duration: January 2023 – December 2024

Funded by the Special Account for Research of the University of Crete

Funding: 20.000 euros

Presentation at conferences, symposia, and workshops (selection, only the recent ones)

- Paper presentation: “Multimodal discourse analysis of emotional like-farming fake news: a methodological map for advancing critical digital literacy teaching proposals” (in cooperation with Maria-Anna Galanaki). In the Annual Conference of Literacy Research Association (LRA), 29 Nov – 2 Dec 2023, Atlanta, Georgia, USA.
- In the symposium focused on: From needs analysis to academic development MOOC cycle: the University of Crete TotT case, paper presentation: Useful insights from interviews regarding Academics’ competencies and recommendations about HE teaching and learning. In the International Higher Education and Faculty Development Conference: *Developing Faculty Members’ Pedagogical Acuity*, 15-17 September 2023, Rethymno, Crete.
- Two papers presentation: a) “Developing an interdisciplinary educational program for higher education students on Artificial Intelligence (AI) literacy: methodological dilemmas and challenges” (in cooperation with K. Sipitanos and M.A. Galanaki) και b) “Natural Language Processing (NLP) for Digital Bildung: a case study in Digital Humanities” (in cooperation with M.A. Galanaki). In the annual conference of Nordic Educational Research Association (NERA), 15-17 Μαρτίου 2023, Όσλο, Νορβηγία.
- Discussant in the open discussion with Boaventura de Sousa Santos on the topic: How difficult is to decolonize the University? Postcolonialism, Decoloniality and Epistemologies of the South, organized by the Department of Balkanic, Slavic and Oriental Studies, University of Macedonia, 30/09/2022.
- Paper presentation: “From literacy practices that foster knowledge democracy to critical literacy: theoretical and practical challenges” (in cooperation with K.

Sipitano). In the 63rd Annual Conference of Association of Literacy Educators and Researchers, 7-10 November 2019, Corpus Christi, Texas, USA.

- Paper presentation: “Multiple identities and Critical Literacy: international experience from the European Project BackpackID” (in cooperation with T. Iatridis and D. Stamatopoulou). In the 3rd International Conference “Literacy and Contemporary Society: Identities, Texts, Institutions”. Pedagogical Institute of Cyprus, 11-12 October 2019, Nicosia, Cyprus.
- Two papers presentation: a) “Combining Knowledge Democracy with Critical Literacy in school: Indicative educational practices” and b) “Using multimodality for developing Knowledge Democracy in school: The Backpack_ID project” (in cooperation with K. Sipitanos). In the annual international conference of Collaborative Action Research Network (CARN) in Josip Juraj Strossmayer University of Osijek, Split, Croatia, 17-19 October 2019.
- Two papers presentation: a) “Seeking Democracy in School: From Dewey to Contemporary Post-Modern Definitions” and b) “Participatory Action Research and Democracy through Post-Modern Epistemological Choices”. In the 6th Annual Conference of Action Research Network of the Americas (ARNA), 29–30 June 2018 in San Diego, California, USA.