

Maria Birbili

Associate Professor

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 <https://www.researchgate.net/profile/Maria-Birbili>

 https://scholar.google.gr/citations?user=a9N_hMQAAAAJ&hl=en

EDUCATION

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| DPhil in Educational Studies University of Oxford, Department of Educational Studies, UK | 1995 - 1999 |
| MSc in Educational Research Methodology University of Oxford, Department of Educational Studies, UK | 1994 - 1995 |
| MA in Early Childhood Education, Specialist Option Boston College, School of Education, MA, USA | 1990 - 1991 |
| BA in Early Childhood Education Technological Educational Institution, Greece | 1984 - 1988 |

ACADEMIC EMPLOYMENT

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| Associate Professor in Early Childhood Education Aristotle University of Thessaloniki, School of Early Childhood Education, Greece | August 2019 - present |
| Assistant Professor in Early Childhood Education Aristotle University of Thessaloniki, School of Early Childhood Education, Greece | 2007 – August 2019 (tenure obtained in Nov. 2011) |
| Lecturer in Early Childhood Education Aristotle University of Thessaloniki, School of Early Childhood Education, Greece | Oct. 2002 – Jan. 2007 |

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| Junior Lecturer in Educational Research Methodology University of Oxford, Department of Educational Studies, UK | Jan. 2001 – Mar. 2002 |
| Taught Data Gathering and Analysis seminar series for University of Oxford, Department of Educational Studies, UK | January - March 2000 |
| Lecturer in Early Childhood Education Technological Educational Institution, Department of Early Childhood Education, Athens, Greece | 1991 - 1994 & 1995 - 1996 |

SCHOLARSHIPS

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| 1995 - 1998 | ESRC Scholarship for study at Oxford University (DPhil in Educational Studies) |
| 1995 - 1996 | Scholarship from St Anne's College (Oxford University) for study at Oxford University (DPhil in Educational Studies) |
| 1990 - 1991 | Scholarship from Gerondelis Foundation (Boston, USA) for study at Boston College (MA in Early Childhood Education) |

TEACHING EXPERIENCE - COURSES TAUGHT

Undergraduate courses (selected)

- Assessment in education
- Teaching methodology
- Research methodology in Psychology and Special Education
- Contemporary teaching approaches
- Curricula and planning of the educational process
- Social relations in the educational environment
- Early Childhood Issues
- Practicum I, II, VI

Postgraduate courses (selected)

- Strategies of educational research (MSc in Educational Research Methodology, University of Oxford)

- Methods of data collection and analysis (MSc in Educational Research Methodology, University of Oxford)
- Research methodology (Master's Degree - Département de Langue et Littérature Françaises, Aristotle University of Thessaloniki - AUTH)
- Educational approaches of the transition from kindergarten to primary school (Master's Degree in Early Childhood Education, AUTH).
- Critical review and analysis of pedagogical and learning theories (Master's Degree in Environmental Education, AUTH).
- Les Technologies de l'Information et la Communication (in collaboration) (Master's Degree in Didactiques du plurilinguisme et politiques linguistiques éducatives, Aristotle University of Thessaloniki & Université du Maine).

Professional Development courses (selected)

- Teaching methodology in early childhood education
- Observation and Assessment in kindergarten

RESEARCH PROJECTS (selected)

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| Grant holder/PI. Research project title: “Improving young children’s question-asking competence”. Grant from: The Froebel Trust (UK) | January - July 2023 |
| Member of the research team. Research project title “Voicing children Opportunities Interaction Collective decision making Education (VOICE)”. Grant from: Hellenic Foundation of Research and Innovation. Scientific co-ordinator: Prof. S. Avgitidou. Aristotle University of Thessaloniki. | 2021 - 2023 |
| Project co-ordinator. Research project title: « <i>Exploring alternative practicum models in teacher education: Classroom teachers as mentors</i> ». Grant from: AUTH Research Committee (ELKE), Aristotle University of Thessaloniki | 2014 – 2015 |
| Research Assistant (part-time) University of Oxford, Institute for the Advancement of University Learning | 2001 |
| Research Officer (0.6) University of Oxford, “Banbury Writing Project” | Sep. – Dec. 2000 |

Directors: Dr C. Davies & Dr H. Hagger

Research Officer (full-time) 1999 - 2000
 “Writing in the Workplace Research Project”, funded by
 University of Oxford. Director: Dr C. Davies

Research Assistant (part-time) 1998 - 2000
 “The Developing Expertise of Beginning Teachers” (DEBT). A
 joint research project run by the Universities of Oxford &
 Cambridge. Directors: Dr H. Hagger & Prof. D. McIntyre

RELEVANT PROFESSIONAL EXPERIENCE (selected)

Co-ordinator of the new national Early Childhood Curriculum 2010 – 2014
 Ministry of Education, Research & Religious Affairs
 (37/8-12-2010 & 33/8-12-2010 – European Union)

Co-ordinator (in collaboration) of the project “Dialogue – 2010 - 2011
 Communication between school and bilingual families”
 Funded by The Stavros Niarchos Foundation (SNF)

Representative of the Department of Educational Studies, 2001 - 2003
 University of Oxford in the ‘European Curriculum for Children of
 Migrant Workers’ programme (SOCRATES-COMENIUS 2.0)

Co-ordinator of the European Programme New Opportunities for 1991 - 1994
 Women (N.O.W.), Family and Child Care Centre, Athens

PROFESSIONAL & UNIVERSITY SERVICE (selected)

Head of School, School of Early Childhood Education, AUTH 2021 - 2023

Member, The Research Ethics Committee, AUTH 2023 - 2026

Co-ordinator, Student Practicum, School of Early Childhood 2019 - 2020
 Education

Co-ordinator, Erasmus Mundus, School of Early Childhood 2013 - 2021
 Education

Member, Advisory Committee, Aristotle University Preschool 2012 - present
 Centre

- Member**, Board of Directors “Cool Kids Learn” (non-profit organization), Miami, Florida, USA (www.coolkidslearn.com) 2000 - 2013
- Supervisor**, Laboratory Kindergarten, School of Early Childhood Education 2004 – 2012
- Member**, Education Committee, Aristotle University of Thessaloniki (AUTH) 2003 - 2004
- Member**, Student Practicum Committee, School of Early Childhood Education, AUTH 2002 - 2020

PROFESSIONAL AFFILIATIONS & COMMITMENTS

- EECERA country co-ordinator (in collaboration) 2019 - present
- Organization Mondiale de l' Education Prescolaire (OMEP), Athens
- SKOPE - ESRC Centre on Skills, Knowledge and Organisational Performance, UK
- Visiting Research Fellow, Department of Educational Studies, University of Oxford, UK March & April 2007

EDITORIAL BOARDS

- Learning Culture and Social Interaction, Member
- Education Inquiry, Member

JOURNAL REFEREEING

- Mind, Culture and Activity
- Learning, Culture and Social Interaction
- Journal of Early Childhood Research
- European Early Childhood Education Research Journal
- Early Childhood Education Journal
- Early Child Development and Care
- Early Years: An International Research Journal
- International Journal of Early Years Education
- International Journal of Educational Research
- Educational Research and Evaluation

- International Journal of Qualitative Methods
- Education Inquiry
- Oxford Review of Education (2001 - 2002)

PUBLICATIONS (selected)

Books

Birbili, M. (2015). *Towards a pedagogy of dialogue: The importance and the role of questions in preschool education* (Rev. ed.). Thessaloniki: Sofia Publications (in Greek)

Birbili, M., Klimanoglou, S., & Vosinaki, I. (2001). *Early Childhood Education*. Athens: Pedagogical Institute. (In Greek)

Special Issues

Birbili, M., & Hedges, H. (2019). Conceptualizing and researching interest/s as a learning phenomenon in contexts representing the fullness of human life [Editorial]. *Learning, Culture and Social Interaction*, 23 <https://doi.org/10.1016/j.lcsi.2019.100324>

Birbili, M. (2016). Children's play in a changing world [Editorial]. *Dialogues! Theory and Praxis in Education*, 2, 4-8. (in Greek)

Peer-reviewed (international) journals

Birbili, M. (2022). Sharing pedagogical documentation with others: exploring issues of addressivity and voice [Special issue]. *European Early Childhood Education Research Journal*, 30(2), 309-323. doi: [10.1080/1350293X.2022.2046832](https://doi.org/10.1080/1350293X.2022.2046832)

Birbili, M. (2022). Conceptual Development in Early Childhood. In *Oxford Bibliographies in Childhood Studies*. Ed. Heather Montgomery. New York: Oxford University Press. doi: [10.1093/obo/9780199791231-0254](https://doi.org/10.1093/obo/9780199791231-0254)

Birbili, M., & Hedges, H. (2022). Studying curriculum as culture: Early childhood policy documents in Greece and New Zealand. *International Journal of Early Years Education*, 30(4), 634-649. <https://doi.org/10.1080/09669760.2020.1866502>.

Birbili, M., & Myrovali, A. (2019). Early childhood teachers' relationship with the official curriculum: the mediating role of professional and policy contexts [Special

Issue - Issue 2: Early Childhood Education Research in Europe]. *Education Inquiry*, 11(2), 110-125.

Birbili, M. (2019). Children's interests in the early years classroom: Views, practices and challenges [Special issue]. *Learning, Culture and Social Interaction*, 23. <https://doi.org/10.1016/j.lcsi.2018.11.006>

Kalogiannidou, A., Tsitouridou, M., & **Birbili, M.** (2019). Building an online teachers' community of practice. *Educational Journal of the University of Patras UNESCO Chair*, 6(1), 396-401.

Birbili, M. (2017). Supporting young children to ask productive questions. *Research in Practice Series*, 24(3), 1-25.

Papandreou, M., & **Birbili, M.** (2017). Not just a recreational activity: giving artmaking the place it deserves in early childhood classrooms. *Educational Journal of the University of Patras UNESCO Chair*, 4(1), 94-106.

Gregoriadis, A., Papandreou, M., & **Birbili, M.** (2016). Continuing professional development in the Greek early childhood education system. *Early Years: An International Research Journal*, 1-15.

Birbili, M., & Kontopoulou, M. (2015). Financial Education for Preschoolers: Preparing young children for the 21st Century. *Childhood Education*, 91 (1), 46-53.

Birbili, M., & Tzioga, K. (2014). Involving parents in children's assessment: lessons from the Greek context. *Early Years: An International Research Journal*, 34(2), 161-174.

Birbili, M. (2013). Developing young children's thinking skills in Greek early childhood classrooms: Curriculum and practice. *Early Child Development and Care*, 183(8), 1101-1114.

Georgopoulos, A. **Birbili, M.**, & Dimitriou, A. (2011). Environmental Education (EE) and experiential education: A promising "marriage" for Greek pre-school teachers. *Creative Education*, 2(2), 114-120.

Birbili, M., & Karagiorgou, I. (2009). *Helping children and their parents ask better questions: An intervention study. Journal of Research in Childhood Education*, 24(1), 18-31.

Birbili, M. (2006). Mapping knowledge: Concept maps in early childhood education. *Early Childhood Research & Practice*, 8(2). <http://ecrpauth.crc.uiuc.edu/v8n2/birbili.html>

Birbili, M. (2006). Making the case for a conceptually based curriculum to early childhood education. *Early Childhood Education Journal*, 35(2), 141-147. <https://doi.org/10.1007/s10643-006-0112-0>

Barbas, G., **Birbili, M.**, Stagiopoulos, P., & Tzivinikou, S. (2006). A pilot study of factors affecting the process of integration in Greek nursery schools. *European Journal of Special Needs Education*, 21(2), 217-226. doi: [10.1080/08856250600600950](https://doi.org/10.1080/08856250600600950)

Birbili, M. (2000). Translating from one language to another. *Social Research Update*, 31. <http://www.soc.surrey.ac.uk/sru/SRU31.html>

Davies, C., & **Birbili, M.** (2000). What do people need to know about writing in order to write in their jobs? *British Journal of Educational Studies*, 48(4), 429-445.

National refereed journals

Birbili, M., & Kyriakidou, M. (2023). Risky play in the Greek kindergarten: Perspectives and practices. *Researching the world of the child* (under publication).

Imer I., & **Birbili M.** (2021). Online educational material: For which kindergarten? *Researching the world of the child*, 18, 38–48. <https://doi.org/10.12681/icw.30020>

Birbili, M. (2016). Educators and contemporary play: The case of popular culture toys. *Dialogues! Theory and Practice in Education*, 2, 35-51. <http://dx.doi.org/10.12681/dial.10509>

Papandreou, M., & Birbili, M. (2017). Not just a recreational activity: Giving artmaking the place it deserves in early childhood classrooms. *Educational Journal of the University of Patras UNESCO Chair*, 4(1), 94-106. doi: <https://doi.org/10.26220/une.2787>

Kontopoulou, M., Vellopoulou, A., Kampeza, M., Panagiotou, V., Psychidou, P., **Birbili, M.**, & Papandreou, M. (2014). Approaching personal and social development in the new early childhood curriculum. *Researching the world of the child*, 13, 200-210.

Birbili, M., Papandreou, M., Gregoriadis, A., & Ippeki, V. (2014). Interviews as a tool for getting to know children: Student teachers' experiences. *Erevna stin Ekpedefsi (Research in Education), Special Issue: «Improving teacher training in times of institutional crisis: Suggestions»*, 1, 32-53.

Birbili, M., & Gregoriadis, A. (2012). The role of supervising teachers in pre-service field experiences. *Pedagogiki Epitheorisi (Educational Review)*, 54, 169-179.

Georgopoulos, A., Dimitriou, A., & **Birbili, M.** (2007). Factors affecting early childhood teachers' personal theories about environmental education. *Themata Epistimon & Technologias stin Ekpedefsi (Scientific and Technological Issues in Education)*, 1(1), 59-78.

Dimitriou, A., Georgopoulos, A., & **Birbili, M.** (2006). Early childhood teachers' views and practices about the implementation of environmental programs. *Themata stin Ekpedefsi (Themes in Education)*, 1(2), 199-218.

Birbili, M. (2005). Collaborative learning in kindergarten. *Makednon*, 14, 289-303.

Research papers & reports (in English)

Birbili, M. (2002). *Teaching educational research methods*. Literature review commissioned by ESCalate, University of Bristol. <http://escalate.ac.uk/resources/teachingresearchmethods/02.html>

Davies, C., & Birbili, M. (2000). *Learning to write in the workplace*. SKOPE Research Paper, no 6. ESRC Centre on Skills, Knowledge and Organizational Performance. <http://www.skope.ox.ac.uk/sites/default/files/SKOPEWPO6.pdf>

Book chapters

Birbili, M. (2023). Teachers mediating of curriculum making processes. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education*, vol. 7 (4th ed., pp. 142-148). New York: Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.03023-2>

Birbili, M., & Tsitouridou, M. (2019). Early childhood teacher education in Greece: challenges and opportunities in a centralized education system. In S. Garvis & S. Phillipson (Eds.), *Early Childhood Education in the 21st Century, Volume III* (pp. 101-116). New York, NY: Routledge.

Birbili, M., & Poufidou, I. (2019). Parent involvement in Greek early childhood education and care: the need for new policies and practices. In S. Phillipson & S.

Garvis (Eds.), *Teachers' and Families' Perspectives in Early Childhood Education: Early Childhood Education in the 21st Century, Volume II* (pp. 96-109). New York, NY: Routledge.

Birbili, M., & Christodoulou, I. (2018). Early childhood care and education in Greece: looking back and moving forward. In S. Garvis, S. Phillipson & H. Harju-Luukkainen (Eds.), *International Perspectives on Early Childhood Education and Care. Early Childhood Education in the 21st Century, Volume I* (pp. 90-102). New York, NY: Routledge.

Birbili, M. (2017). The pedagogy of worksheets in early childhood settings: teachers' beliefs and practices. In A. Pinto & V. Pagnotto (Eds.), *Focus on Early Childhood Education* (pp. 85-122). New York, NY: Nova Science Publishers.

Birbili, M. (2015). The shift from factual teaching to conceptual understanding in early childhood education: challenges in lesson planning. In K. Vann (Ed.), *Early Childhood Education: Teachers' perspectives, effective programs and impacts on cognitive development* (pp. 67-92). New York, NY: Nova Science Publishers.

Gregoriadis, A., **Birbili, M.**, & Papandreou, M. (2016). Interview as a tool for getting to know children. In S. Avgitidou, M. Tzekaki, V. Tsafos (Eds.), *Student teachers observe, act and reflect: Suggestions for supporting their practicum* (vol. 2, Chapter 3, pp. 175-203). Athens: Gutenberg.

Gregoriadis, A., **Birbili, M.**, & Papandreou, M. (2016). Teacher-parent interviews. In S. Avgitidou, M. Tzekaki, V. Tsafos (Eds.), *Student teachers observe, act and reflect: Suggestions for supporting their practicum* (vol. 2, Chapter 3, pp. 205-224). Athens: Gutenberg.

Birbili, M., & Papandreou, M. (2016). «You put a mark with the mouse on the angry bird and then you move the mouse back and then you shoot»: Encouraging literacy with children's favorite toys. In E. Chontolidou, R. Tsokalidou, F. Tentolouris, A. Kiridis, K. Vakalopoulos (Eds.), *In memory of Sofronis Chatzisavvidis. Linguistic and Pedagogical Approaches* (pp. 588-609). Athens: Gutenberg.

Birbili, M. (2015). The shift from factual teaching to conceptual understanding in early childhood education: Challenges in lesson planning. In K. Vann (Ed.), *Early Childhood Education: Teachers' Perspectives, Effective Programs and Impacts on Cognitive Development* (pp. 67-92). New York: Nova Science Publishers.

Papandreou, M., Gregoriadis, A., & **Birbili, M.** (2013). Student teachers evaluate the process of assessing young children's prior knowledge during teaching practicum.

In A. Androusou & S. Avgitidou (Eds.), *Teaching practicum in initial teacher training: Research approaches* (pp. 39-68). Athens: Teaching Practicum Network. (In Greek)

Birbili, M., Kamberi, E., & Mavrogiorgou, A. K. (2012). Current issues in the early years: parents' views and practices. In E. Kourti (Ed.), *Childhood and Media* (pp. 243-263). Athens: Irodotos. (In Greek)

Birbili, M., Karagiorgou, I., & Christodoulou, I. (2010). Involving preschool children in their learning: the importance of self-assessment. In D. Germanos & M. Kanatsouli (Eds.), *T.E.P.A.E. 09. Contemporary pedagogical approaches in early childhood and primary education* (pp. 123-145). Thessaloniki: University Studio Press. (In Greek)

Birbili, M. (2010). Communication, interaction and learning in the preschool classroom. In M. Moumoulidou & G. Rekalidou (Eds.), *Small groups in education* (pp. 127-145). Athens: Tipothito- Giorgos Dardanos. (In Greek)

Birbili, M., & Tsitouridou, M. (2008). Identifying children's interests and planning learning experiences: Challenging some taken-for-granted views. In P. G. Grotewell & Y. R. Burton (Eds.), *Early Childhood Education: Issues and Developments* (pp. 143-156). New York: Nova Publishers.

Birbili, M. (2005). The project approach in kindergarten. From theory to practice. In A. Georgopoulos (Ed.), *Environmental Education: The new civilization that emerges* (pp. 133-148). Athens: Gutenberg. (In Greek)

Birbili, M. (1999). Gaining access in the field: Some points of caution. In A. Massey & G. Walford (Eds.), *Explorations and Methodology. Studies in Educational Ethnography*, vol. 2. London: JAI Press.

Book review

Birbili, M. (2005). Constants and contexts in pupil experience of schooling in England, France and Denmark. *European Educational Research Journal*, 4(3), 313-320.

Books edited

Gourgiotou, E., Kakana, D-M., **Birbili, M.**, & Xatzopoulou, K-A. (Eds.). (2020). *Proceedings of the 2nd National Conference of the Student Practicum Network, "Teacher education and Departments of Education, 30 years after: Facing the new challenges"*. Volos: Thessaly University Editions.

Fleer, M. (2018). (Translated from English) *Play in the preschool years. From personal experiences to contemporary theories*. Thessaloniki: Θεσσαλονίκη: Sofia. [Introduction, pp. 13-24].

“The interdisciplinary approach of teaching and learning in early childhood and primary education” (2005). Proceedings of the 4th OMEP Conference, Thessaloniki, 30/31 May – 1 June 2003. Co-edited with D. Germanos, K. Bikos, E. Panagiotidou, K. Botsoglou. Athens: Ellinika Grammata.

“Parents and day care center: Let’s prepare the child for school” (1994). Athens: Greek Association of Nursery Teachers.

Educational material

New National Early Childhood Curriculum (2014). Role: **Scientific co-ordinator**. Appointed by the Greek Pedagogical Institute and the Ministry of Education and Religious Affairs. Co-funded by the European Commission (EC 33/8-12-2010).

Teacher Guide for the new National Early Childhood Curriculum (2014). Role: **Scientific co-ordinator**. Appointed by the Greek Pedagogical Institute and the Ministry of Education and Religious Affairs. Co-funded by the European Commission (EC 33/8-12-2010).

“Dialogos” - School & immigrant families: Lost in translation? Material for parents and teachers. Program funded by Stavros Niarchos Foundation (SNF). http://www.polydromo.gr/dialogos/index_en.html

European Curriculum for Children of Migrant Workers. Part 1. Curriculum for Primary School. In collaboration with Mach, E., Bachieca, A., Bulzinetti, A., De Clercq, F., Kraeye, G., Mach, Z., Sayer, J. & Serafini, F. Part of the European Program SOCRATES (project nr 87271-CP-1-2000-1-PL-COMENIUS-C2). Krakow, 2003.

Magazines for educators

Birbili, M. (2013) Kindergarten-family collaboration. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 94, 62-65.

Birbili, M. (2013). Towards a pedagogy of dialogue in early childhood education. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 91, 108-111.

Birbili, M. (2012). The new national early childhood curriculum: What changes? *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 89, 104-107.

Birbili, M., & Kamberi, E. (2008). The use of portfolios in kindergarten. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 63, 106-114.

Peer-reviewed conference proceedings (selected)

Gregoriadis, A., Birbili, M., Papandreou, M., & Kakana, D-M. (2020). Challenges in identifying critical incidents in student practicum. In E. Gourgiotou, D-M. Kakana, M. Birbili, & K-A. Xatzopoulou (Eds.), *Proceedings of the 2nd National Conference of the Student Practicum Network, "Teacher education and Departments of Education, 30 years after: Facing the new challenges"* (pp. 74-87). Volos: Thessaly University Editions.

Birbili, M., & Papandreou, M. (2018). Creating open spaces for play and learning in the urban environment: The case of pop-up adventure play. In K. Tsoukala, D. Germanos, A. Gloumbou, G. Katsavounidou, P. Panteliadou, & P. Tombrou (Eds.), *Spaces for the child or spaces of the child? When education is crossing everyday life in the city*. Available from <https://eproceedings.epublishing.ekt.gr/index.php/childspace/article/view/1433>

Natsiou, G., **Birbili, M.**, & Tsitouridou, M. (2017). Education in science through student teachers' experience and perceptions. *Proceedings of the 9th National Conference "Science education in early childhood education: Contemporary trends and perspectives*. Crete, 27-29 May 2016.

Tsioumis, K., & **Birbili, M.** (2012). *Religious holidays in the Greek multicultural kindergarten: Teachers' perceptions*. Proceedings of the 7th National Conference of Pedagogical Society of Greece (pp. 176-184). Crete, 19-21 November 2010.

Birbili, M. (2011). *Parent workshops from the point of view of parents*. Proceedings of the 13th International Conference of AIFREF (XIII Congresso Internazionale - Association Internationale de Formation et de Recherche en Éducation Familiale). Firenze, 17-19 November 2010.

Papandreou, M., **Birbili, M.**, & Martidou, R. (2009). *Parents' perceptions of the role of kindergarten and their involvement in children's education*. Proceedings of the OMEP European Regional Meeting and Conference "Current Issues in Preschool Education in Europe: Shaping the Future" (pp. 437-452). Syros Island, 28 - 30 April 2009.

Gregoriadis, A., & **Birbili, M.** (2009). *Exploring the role of student-teacher supervisors in Greek higher education: Learning from the insiders*. Proceedings of the OMEP European Regional Meeting and Conference "Current Issues in Preschool

Education in Europe: Shaping the Future” (pp. 149-164). Syros Island, 28 - 30 April 2009.

Tsitouridou, M., & **Birbili, M.** (2009). *The implementation of the new early childhood curriculum: Teachers' questions and priorities*. Proceedings of the 9th Conference of the Centre of Curriculum Development and Methodology, “A year after the implementation of the new school curricula” (pp. 199-210). Athens, 18-20 January 2008.

Gatzioura, A., Dragini, S. **Birbili, M.**, & Sarri, S. (2008). *The use of portfolios in kindergarten: The results of a pilot study*. Proceedings of the “Early Childhood Education in the 21st century: Theoretical approaches and teaching practices” Conference (pp. 290-298). Thessaloniki: Epikentro Publications.

Birbili, M., & Kamberi, E. (2007). *Holidays in the modern kindergarten: A source of pleasure or stress?* Proceedings of the “Primary education and the challenges of our times” Conference (pp. 152-159). University of Ioannina, 17-20 May 2007.

Zografou, M., Kamberi, E., & **Birbili, M.** (2006). *The use of portfolio in early childhood education*. Proceedings of the 5th OMEP Conference “Assessment in Education” (pp. 239-246). Volos, 14-16 October 2005.

Kontopoulou, M., Lazaridou, L., & **Birbili, M.** (2005). *Identifying and dealing with children's problems in kindergarten*. In the European Conference “The European Dimension of Special Education Emergence of a different profile” (pp. 228-239). Thessaloniki, 19-21 November 2004.

Birbili, M., & Tsitouridou, M. (2005). *Questioning strategies in preschool science activities: The case of Greek preschool teacher»*. Proceedings of the 29th Annual ATEE Conference "Teacher Education between Theory and Practice. The End of Theory - the Future of Practice?" Agrigento, Sicily, 24-26 October 2004 (CD-ROM).

Kontopoulou, M., & **Birbili, M.** (2005). *Bridging the gap between theory and practice: Teaching with case studies*. Proceedings of the 29th Annual ATEE Conference "Teacher Education between Theory and Practice. The End of Theory - the Future of Practice?" Agrigento, Sicily, 24-26 October 2004 (CD-ROM).

Birbili, M. (2005). *Student teachers' fieldwork in the framework of the [Greek] interdisciplinary curriculum*. Proceedings of the 5th Conference “Learning and Teaching in the Knowledge Society” (pp. 521-528). Athens, 26, 27 & 28 November 2004.

Birbili, M. (2005). *Teaching prospective early childhood teachers about interdisciplinary learning*. Proceedings of the 4th OMEP Conference “The interdisciplinary approach of teaching and learning in early childhood and primary education” (pp. 271-278). Thessaloniki, 30/31 May – 1 June 2003.

Birbili, M., & Tzouriadou, M. (2004). *Combining qualitative and quantitative methods for the evaluation of learning disabilities*. Proceedings of “Psychology and Education” Conference organized by the Psychological Society of North Greece (pp. 98-111). Thessaloniki, 13-14 December 2002.

Invited talks

“From facts to concepts: Taking a concept-based approach to teaching in ECE”. Open Lecture. Umeå University, **Sweden**, 3/10/2018.

“Doing research with children”. Open Lecture. Umeå University, **Sweden**, 2/10/2018.

“Developing young children’s thinking: Are we asking the right questions?” Seminar to PhD students. Umeå University, **Sweden**, 2/10/2018.

“*If I can ask my own questions, I will explore the world and discover my voice*”. Early Childhood seminar series, University of Auckland, **New Zealand**, 19/10/2017.

“Closing the gap between kindergarten and 1st grade through the new Curricula Frameworks: the case of Greece”. UNESCO Chair Seminar: “Transition from kindergarten to primary school: similarities, differences, and perspectives”. University of Cyprus, Cyprus, 24/5/2013.

“Key debates in the teaching of research methods”. ESCalate Postgraduate Research Methods in Education Conference, London, **United Kingdom**, 7/6/2002.