

# Curriculum Vitae

**GLYKERIA FRAGKIADAKI**

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## Summary

Dr. Glykeria Fragkiadaki is an Assistant Professor of Early Childhood Science Education at the School of Early Childhood Education, Aristotle University of Thessaloniki, Greece. Before this appointment, she held the position of Senior Research Fellow in the Faculty of Education, at Monash University, Australia, leading part of Australia's first National Programmatic Study of Conceptual Play in Science, Engineering, and Technologies. Her research is focused on young children's learning and development in science/STEM in dialectical interrelation with the child's social and cultural reality. Apart from her academic background, Glykeria has also extensive teaching experience as an Early Childhood Teacher and Director, has acted as OMEP's Patras Local Committee Secretary in Greece, has and been a tutor to Professional Development Programs for Early Childhood Teachers. Glykeria is also an Associate Editor at Learning, Culture, and Social Interaction Journal. Her research has been published in several international journals and book chapters as well as presented in international and national conferences.

## 1. Personal details



**Full name, title, and position** Glykeria Fragkiadaki, PhD  
Assistant Professor  
School of Early Childhood Education  
Aristotle University of Thessaloniki

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## 2. Academic qualifications

- 2014-2017      **Ph.D.**, Department of Educational Science and Early Childhood Education (Dpt of ESECE), University of Patras, Greece
- 2011-2013      **Master Degree** in “*Natural Sciences Didactics: The Curriculum, Evaluation, and ICT in Education*”, Dpt of ESECE, University of Patras, Greece
- 2000-2004      **Diploma** of Early Childhood Teacher, Dpt of Preschool Education (currently ESECE), University of Patras, Greece

## 3. Professional experience

- 2022-              **Assistant Professor of Early Childhood Science Education**, School of Early Childhood Education, Aristotle University, Thessaloniki, Greece

Teaching in undergraduate (U) and postgraduate (P) programs (P):

1. Science and everyday educational reality in early childhood settings (UP)
2. Science and the child’s sociocultural reality (UP)
3. Applied preschool pedagogy I (UP)
4. Applied preschool pedagogy II (UP)
5. Children’s play and creativity (PP)
6. From the idea to the implementation: educational planning (PP)
7. Educational research methodology seminars (PP)

- 2019-2021      **Senior Research Fellow**, Faculty of Education, Monash University,

Australia, (Level C Academic/Academic staff)

<https://www.monash.edu/education/about/rankings>

- 2018-2019 **Adjunct Faculty Member**, Dpt of ESECE, University of Patras, Patras, Greece, undergraduate course “*Activities from the world of Physics for Kindergarten*” (Spring semester)
- 2018-2019 **Adjunct Faculty Member**, Dpt of ESECE, University of Patras, Patras, Greece, undergraduate course “*Special Topics of Natural Science Didactic for Preschool Age*” (Winter semester)
- 2018-2019 **Adjunct Faculty Member**, University of Nicosia, Faculty of Education, Nicosia, Cyprus, postgraduate Course “*Educational Research: Principles and Methods of Quantitate and Qualitative Research*” (Winter semester)
- 2017-2018 **Adjunct Faculty Member**, Dpt of ESECE, University of Patras, Patras, Greece, undergraduate Course “*Activities from the world of Physics for Kindergarten*” (Spring semester)
- 2015, 2016 **Teaching Assistance**, Dpt of ESECE, University of Patras, Greece
- 2007-2019 **Teaching experience as an Early Childhood Teacher**, Greek Ministry of Culture, Education, and Religious Affairs Kindergartens, Greece (Director during the school years 2009-2010, 2012-2013, 2013-2014, 2017-2018)
- 2004-2007 **Teaching experience as an Early Childhood Teacher**, private child care centers, Athens, Greece

#### 4. Research interests

- scientific literacy and STEM concept formation in the early years

- science learning and development in dialectical interrelation with the child’s social and cultural reality
- science teaching and learning as part of the everyday educational reality in preschool settings
- play, imagination, and creativity as means for teaching and learning science in preschool settings
- children’s drawings as a means for teaching and learning science in preschool settings
- cultural-historical theory and methodology

## 5. Publications

### a. International peer-reviewed journal articles

1. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2023). The Hidden and Invisible: Supporting Science Learning in Infant-Toddler Group Settings. *Journal of Research in Childhood Education*, 1-16.
2. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2022). Science concept formation during infancy, toddlerhood, and early childhood: Developing a scientific motive over time. *Research in Science Education*, 1-20. <https://doi.org/10.1007/s11165-022-10053-x>
3. Fler, M., **Fragkiadaki, G.**, & Rai, P. (2022) The dialectical relation of real and digital Conceptual PlayWorlds in Family Day Care, *International Journal of Early Years Education*. <https://doi.org/10.1080/09669760.2022.2041406>
4. Fler, M., **Fragkiadaki, G.**, & Rai, P. (2022). The place of theoretical thinking in professional development: Bringing science concepts into play practice. *Learning, Culture and Social Interaction*, 32, 100591. <https://doi.org/10.1016/j.lcsi.2021.100591>
5. Yonzon, K.C., Fler, M., **Fragkiadaki, G.**, & Rai, P. (2022). The Role of Props in Promoting Imagination during Toddlerhood. *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-022-00336-9>
6. Pantidos, P., **Fragkiadaki, G.**, Kaliaspos, G., & Ravanis, K. (2022). Inscriptions in Science Teaching: From Realism to Abstraction. *Frontiers in Education*. <https://doi.org/10.3389/educ.2022.905272>
7. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). The social and cultural genesis of collective imagination during infancy. *Learning, Culture and Social Interaction*, 29, 100518. <https://doi.org/10.1016/j.lcsi.2021.100518>

8. **Fragkiadaki, G.** & Ravanis K. (2021). The unity between intellect, affect, and action in a child's learning and development in science. *Learning Culture and Social Interaction*, 29. <https://doi.org/10.1016/j.lcsi.2021.100495>
9. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). Collective imagining: The early genesis and development of a sense of collectiveness during infancy. *Cultural-Historical Psychology*, 17(3), 84-93. <https://doi.org/10.17759/chp.2021170312>
10. Fler, M., **Fragkiadaki, G.**, & Rai, P. (2021). Collective imagination as a source of professional practice change: A cultural-historical study of early childhood teacher professional development in the motivating conditions of a Conceptual PlayWorld. *Teaching and Teacher Education*, 106, 103455. <https://doi.org/10.1016/j.tate.2021.103455>
11. Stephenson, T., Fler, F., & **Fragkiadaki, G.** (2021). Increasing girls' STEM engagement in early childhood: Conditions created by the Conceptual PlayWorld model. *Research in Science Education*, 1-18. <https://doi.org/10.1007/s11165-021-10003-z 4>
12. Stephenson, T., Fler, M., **Fragkiadaki, G.**, & Rai, P. (2021). Teaching STEM through play: conditions created by the conceptual playWorld model for early childhood teachers. *Early Years*, 1-17. <https://doi.org/10.1080/09575146.2021.2019198>
13. Stephenson, T., Fler, M., **Fragkiadaki, G.**, & Rai, P. (2021). "You Can Be Whatever You Want to Be!": Transforming Teacher Practices to Support Girls' STEM Engagement. *Early Childhood Education Journal*, 1-12. <https://doi.org/10.1007/s10643-021-01262-6>
14. O'Connor, G., **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). Early childhood science education from 0 to 6: a literature review. *Education Sciences*, 11(4), 178. <https://doi.org/10.3390/educsci1104017>
15. **Fragkiadaki, G.**, Fler, M., & Ravanis, K. (2021). Understanding the Complexity of Young Children' s Learning and Development in Science: A Twofold Methodological Model Building on Constructivism and Cultural- historical Strengths. *Learning Culture and Social Interaction*, 28, 10046. <https://doi.org/10.1016/j.lcsi.2020.100461>
16. **Fragkiadaki, G.**, Armeni, A., Zioga, S., & Ravanis, K. (2021). Dramatic play as a means to explore and support preschool children's thinking about thermal



- insulation. *Journal of Childhood, Education & Society*, 2(3), 220-234. <https://doi.org/10.37291/2717638X.20212395>
17. Zotti, E. & **Fragkiadaki, G.** (2021). Greek Pre-service and In-service Early Childhood Teachers' Beliefs about Approaching and Teaching Science in the Early Years. *Mediterranean Journal of Education*, 1(1), 31-42. <https://doi.org/10.26220/mje.3402>
  18. Fler, M., **Fragkiadaki, G.**, & Rai, P. (2020). STEM begins in infancy: Conceptual PlayWorlds to support new practices for professionals and families. *International Journal of Birth and Parent Education*, 7(4).
  19. Fler, M., **Fragkiadaki, G.**, & Rai, P. (2020). Methodological Challenges of Studying Children in a Living Laboratory: Case example of Conceptual PlayLab. *Cultural-Historical Psychology*, 16(3), 47-59. <https://doi.org/10.17759/chp.2020160306>
  20. **Fragkiadaki, G.** (2020). Conflicts during Science Concept Formation in Early Childhood Barriers of Turning Points?. *Review of Science, Mathematics and ICT Education*, 14(1), 113-128. <https://doi.org/10.26220/rev.3367>
  21. **Fragkiadaki, G.** (2020). Young Children's Representations and Ideas about the Mathematical Signs of Plus and Minus. *European Journal of Alternative Education Studies*, 5(1), 108-119. <https://doi.org/10.5281/zenodo.1973262>
  22. Rai, R., Fler, M., & **Fragkiadaki, G.** (2020). Theorising Digital Tools: Mutual Constitution of the Person and Digital in a Conceptual PlayWorld. *Human Arenas*. <https://doi.org/10.1007/s42087-020-00178-8>
  23. Fler, M., **Fragkiadaki, G.**, & Rai, R. (2020). Programmatic research in the Conceptual PlayLab: STEM PlayWorld as an educational experiment and as a source of development. *Science Education: Research & Praxis*, 76, 9-23.
  24. **Fragkiadaki, G.**, Fler, M., & Ravanis, K. (2019). A cultural-historical study of the development of children's scientific thinking about clouds in everyday life. *Research in Science Education*, 49(6), 1523-1545. <https://doi.org/10.1007/s11165-017-9665-8>
  25. Delsérieys, A., Impedovo, M. A., **Fragkiadaki, G.**, & Kampeza, M. (2017). Using drawings to explore preschool children's ideas about shadow formation. *Review of Science, Mathematics and ICT Education*, 11(1), 55-69. <https://doi.org/10.26220/rev.2778>
  26. Remountaki, E. L., **Fragkiadaki, G.**, & Ravanis, K. (2017). Conceptualizing solid in liquid dissolution in early childhood education settings: a socio-cultural approach.

- European Journal of Education Studies*, 3(6), 301-318. <https://doi.org/10.5281/zenodo.582225>
27. **Fragkiadaki, G.** & Ravanis, K. (2016). 'Экспериментально-генетический метод в контексте обучения естественным наукам в дошкольном возрасте: исследование развития научного мышления с позиции культурно-исторического подхода (Genetic research methodology meets Early Childhood Science Education research: a Cultural-historical study of child's scientific thinking development)'. *Cultural-Historical Psychology* 12(3), 310-330. [doi: 10.17759/chp.2016120319](https://doi.org/10.17759/chp.2016120319)
  28. Kampeza, M., Vellopoulou, A., **Fragkiadaki, G.**, & Ravanis, K. (2016). The expansion thermometer in preschoolers' thinking. *Journal of Baltic Science Education*, 15(2), 185-193.
  29. Georgantopoulou, A., **Fragkiadaki, G.**, & Ravanis, K. (2016). *Clouds as natural entities in preschool children's thought*. *Educational Journal of the University of Patras UNESCO Chair*, 3(2), 114-128. <https://doi.org/10.26220/une.2737>
  30. **Fragkiadaki, G.** & Ravanis, K. (2015). Preschool children's mental representations of clouds. *Journal of Baltic Science Education*, 14,(2), 267-274.
  31. **Fragkiadaki, G.** & Ravanis, K. (2014). Mapping the interactions between young children while approaching the natural phenomenon of clouds creation. *Educational Journal of the University of Patras UNESCO Chair*, 1(2), 112-122. <https://doi.org/10.26220/une.2194>

#### **b. International book chapters and proceedings**

1. Rai, P., Fler, M., & Fragkiadaki, G. (2023). Collective Imaginary Situation as a Site of Diagnostic Assessment: A Cultural-Historical Analysis of Children's Emerging Science Motive Orientations in a Conceptual PlayWorld. In McLachlan, McLaughlin, Cherrington, & Aspen (Eds.). *Assessment and Data Systems in Early Childhood Settings* (pp. 81-103). Springer, Singapore. [https://doi.org/10.1007/978-981-19-5959-2\\_4](https://doi.org/10.1007/978-981-19-5959-2_4)
2. Georgantopoulou, A., Fragkiadaki, G., Kalampios, G., & Ravanis, K. (2022). Constructing a precursor model for children 4-6 years about clouds formation and rain. In J. M Boilevin, A. Delserieys, and K. Ravanis (Eds). *Precursor models for teaching and learning science during early childhood*. Springer Nature. [https://doi.org/10.1007/978-3-031-08158-3\\_8](https://doi.org/10.1007/978-3-031-08158-3_8)

3. Remountaki, E. L., **Fragkiadaki, G.**, & Ravanis, K. (in press). How does science learning happen during scientific play? The case example of the concept formation of dissolution. In Katerina Plakitsi and Sylvie Barma (Eds.) *Sociocultural approaches in STEM Education*. Springer Series Cultural Studies of Science Education. Springer.
4. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). Degrees of freedom in collective play: how different institutions create diverse conditions for young children's interactions. In M. Sakellariou (Ed.), *Child Interaction: Perspectives, Activities, and Outcomes* (1st ed., pp. 71-93). Nova Science Publishers.
5. Fler M., **Fragkiadaki G.**, Rai P. (2021) The Cultural Formation of Science Knowledge. In: Atwater M.M. (Eds) *International Handbook of Research on Multicultural Science Education*. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-37743-4\\_60-1](https://doi.org/10.1007/978-3-030-37743-4_60-1)
6. Delseerieys, A., **Fragkiadaki, G.** & Kampeza, M. (2021). Dessiner et faire comprendre la formation des ombres. In F. Charles (Ed.), *Graines de scientifiques en maternelle: Explorer le monde du vivant, des objets et la matière* (pp. 97-118). Les Ulis: EDP Sciences. <https://doi.org/10.1051/978-2-7598-2562-2.c007>
7. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). Innovation in early childhood and primary education. In *Educational Innovation in Society 5.0 Era: Challenges and Opportunities* (pp. 7-10). CRC Press.
8. **Fragkiadaki, G.** (2021). Transforming Conflicts, Shaping Collective Experiences, Creating Conditions for Development. *E-proceedings of the ISCAR 2019 Regional Conference: Crisis in Contexts*.
9. **Fragkiadaki, G.**, Fler, M., & Rai, R. (2020). Play Creates Meaningful Conditions for the Interrelations between Everyday Concepts and Scientific Concepts. Proceedings of the *4th International Conference on Learning Innovation and Quality Education (ICLIQE)*, September 5<sup>th</sup>, Surakarta, Central Java, Indonesia.
10. Delseerieys-Pedregosa, A., **Fragkiadaki, G.**, & Kampeza, M. (2018). Dessiner et comprendre des concepts en sciences Le cas de la formation des ombres en maternelle. *E- proceedings of the 10e rencontres scientifiques de l'ARDiST*.
11. Ravanis, K. & **Fragkiadaki, G.** (2018). Énergie et panneaux solaires/ Lumière et ombre (Rapport Technique). Bretagne, France: Erasmus+ Settore Istruzione Scolastica Attività KA2 - Partenariati strategici 2015-1-IT02-KA201-015237,

Amélioration de la professionnalité des enseignants Coordinatrice du manuel:  
Catherine Goujon, UBO - ESPE de Bretagne.

<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/692d2920-6de4-4445-9268-b19bfc61014d/Manuale%20FR%20C.pdf>

12. Delseerleys, A., **Fragkiadaki, G.**, & Kampeza, M. (2017). Learning and drawing about shadows in early childhood education. Αναρτημένο κείμενο στην ιστοσελίδα του *12th Conference of the European Science Education Research Association (ESERA) "Research, practice, and collaboration in science education"*, Dublin, Ireland. [https://keynote.conference-services.net/resources/444/5233/pdf/ESERA2017\\_1311\\_paper.pdf](https://keynote.conference-services.net/resources/444/5233/pdf/ESERA2017_1311_paper.pdf)

### c. International conferences/seminars

1. **Fragkiadaki, G.**, & Fler, M. (2022). Collective Imaginary Situations as Shared Intellectual Spaces in Early Childhood Education. Oral presentation in *OMEP World Assembly and Conference Early Childhood Education in the 21<sup>st</sup> century: new perspectives and dilemmas*, Athens, Greece.
2. Fler, M., & **Fragkiadaki, G.** (2022). The practices and methodology underpinning a Conceptual PlayWorld: Design your own educational experiment. Workshop in *OMEP World Assembly and Conference Early Childhood Education in the 21<sup>st</sup> century: new perspectives and dilemmas*, Athens, Greece.
3. **Fragkiadaki, G.** (2022). Scientific toys as semiotic artifacts. Oral presentation in *World Congress of Semiotics 2022 "Semiotics in the Lifeworld"*, 30<sup>th</sup> August-3<sup>rd</sup> September, Thessaloniki, Greece.
4. **Fragkiadaki, G.** (2021). Turning Points in Science, Technology, Engineering and Mathematics Concept Formation of Infants, Toddlers, and Pre-schoolers through Imaginary Play. Oral presentation in the *6<sup>th</sup> ISCAR Congress Cultural – Historical Activity Research in Crises Contexts: challenges and perspectives*, Natal, Brazil.
5. Cirkony, C., **Fragkiadaki, G.**, & Gunstone, R. (2021). School science - Thoughts on an approach to rethinking what students learn and how they might be better engaged. Oral presentation in ASERA 52- 2021 Conference, June 30<sup>th</sup>–July 2<sup>nd</sup>, Adelaide, Australia.
6. **Fragkiadaki, G.**, Fler, M., & Rai, P. (2021). Infants and toddlers' collective STEM concept

- formation in a Conceptual PlayWorld. Oral presentation in ASERA 52- 2021 Conference, June 30<sup>th</sup> – July 2<sup>nd</sup>, Adelaide, Australia.
7. Fleer, M., **Fragkiadaki, G.**, & Rai, P. (2021). Conceptual PlayWorlds and intentional teaching to support imagination in play and learning. Oral presentation in *Early Childhood Australia (ECA) National Conference—Young citizens: The right to play, learn and be heard*, Brisbane, Australia.
  8. Fleer, M., **Fragkiadaki, G.**, & Rai, P. (2021). Leading by using and generating evidence-based practices: *Conceptual PlayWorlds* for teachers in primary schools. Oral Presentation in *PDN School Leaders Conference Thinking Leaders: provocations and opportunities*, Gold Coast, Australia.
  9. Rai, P., Fleer, M., & **Fragkiadaki, G.** (2020). e-Conceptual PlayWorlds and Transforming Home Practices in the time of Covid-19: Playfulness and Concept Learning for Early Years. Oral presentation in *The Psychology of Global Crises: State Surveillance, Solidarity and Everyday Life*, Virtual Conference.
  10. Fleer, M. & **Fragkiadaki, G.** (2020). From children’s books to Pop-up PlayWorld: exploring imagination and learning in STEM. Workshop in *Education Leaders’ Day*, Adelaide, Australia.
  11. Fleer, M. & **Fragkiadaki, G.** (2020). Planning for improvement: play as a context for learning. Oral presentation in *Education Leaders’ Day*, Adelaide, Australia.
  12. **Fragkiadaki, G.** (2019). Transforming Contradictory Situations, Shaping Collective Experiences, Creating Conditions for Development. *ISCAR Regional Conference Crisis in Context*, Ioannina, Greece.  
Book of Abstracts: [http://iscar2019.conf.uoi.gr/wp-content/uploads/2019/04/ISCAR2019\\_BookOfAbstracts.final\\_.pdf](http://iscar2019.conf.uoi.gr/wp-content/uploads/2019/04/ISCAR2019_BookOfAbstracts.final_.pdf)
  13. Remountaki, E.-L. & **Fragkiadaki, G.** (2019). Scientific Play in Kindergarten Play-Based Settings, *ISCAR Regional Conference*, Ioannina, Greece.  
Book of Abstracts: [http://iscar2019.conf.uoi.gr/wp-content/uploads/2019/04/ISCAR2019\\_BookOfAbstracts.final\\_.pdf](http://iscar2019.conf.uoi.gr/wp-content/uploads/2019/04/ISCAR2019_BookOfAbstracts.final_.pdf)
  14. Delsérieys-Pedregosa, A., **Fragkiadaki, G.**, & Kampeza, M. (2018). Dessiner et comprendre des concepts en sciences Le cas de la formation des ombres en maternelle. Oral presentation at the *10e rencontres scientifiques de l’ARDiST – 27, 28, 29 et 30 Mars 2018 à Saint –Malo, France*.  
(Μια εκτενής μορφή της εισήγησης δημοσιεύτηκε στα πρακτικά του συνεδρίου *10e rencontres*

*scientifiques de l'ARDiST.)*

15. **Fragkiadaki, G.** (2018). Playing with light and shadows. Poster presentation at *TEST-Erasmus+ Closure Meeting and Activities*, Istituto Comprensivo Statale “l. Fibonacci”, Pisa, Italy.
16. **Fragkiadaki, G.** (2017). Development as a contradictory process: turning points in the process of child's scientific thinking development. Presentation at the 5th ISCAR Congress “*Taking a 360° view of the landscape of cultural-historical activity research: The state of our scholarship in practice.*” CRI\_SAS /CRIRES and Laval University, Quebec, Canada.  
Book of Abstracts:  
[http://www.iscar17.ulaval.ca/sites/iscar17.ulaval.ca/files/book\\_of\\_abstracts\\_feb2018.pdf](http://www.iscar17.ulaval.ca/sites/iscar17.ulaval.ca/files/book_of_abstracts_feb2018.pdf)
17. Delseerieys, A., **Fragkiadaki, G.**, & Kampeza, M. (2017). Learning and drawing about shadows in early childhood education. Oral presentation at the *12th Conference of the European Science Education Research Association (ESERA) “Research, practice, and collaboration in science education”*, Dublin, Ireland.
18. **Fragkiadaki, G.** (2016a). Cultural-historical theory poses challenges to Early Childhood Science Education. Poster presentation at the *International Symposium "Scientific school of L. S. Vygotsky: traditions and innovations"*, Moscow State University of Psychology and Education, Moscow, Russia.
19. **Fragkiadaki, G.** (2016b). The approach of concepts and phenomena from Natural Sciences in the framework of cultural-historical theory: clouds in preschoolers thought. Oral presentation at the *6th ISCAR Summer University “Cultural-historical psychology: interdisciplinary research perspectives”*, Moscow State University of Psychology and Education, Moscow, Russia.
20. **Fragkiadaki, G.** & Ravanis, K. (2016). Qualitative methodologies in cultural-historical research of children's development: facing the crisis in the field of Didactics. Presented in the international conference on *Cultural-Historical, Activity, and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development*, Rethymno, Greece.  
Book of Abstracts: <http://iscarconf.soc.uoc.gr/preconf/abstrpre.html>
21. Georgantopoulou, A., **Fragkiadaki, G.**, & Ravanis, K. (2016). Clouds as natural entities in preschool children's thought. Oral presentation at *Colloque SIEST Mediterranee 2016, Enseignement des sciences et technologies et education*, Marseille, France.

22. Delserieys, A., Impedovo, M. A., **Fragkiadaki, G.**, & Kampeza, M. (2016). Using drawings to explore preschool children's ideas about shadow formation. *Colloque SIEST Mediterranee 2016, Enseignement des sciences et technologies et education*, Marseille, France.
23. Delserieys Pedregosa, A., Leterme, F., Impedovo M. A., **Fragkiadaki, G.**, & Kampeza M. (2016). Drawing the phenomenon of shadow formation at preschool. Poster presentation at the international conference "Telling Science, drawing Science—Science en récit, Science en image", Paris Diderot University and Stimuli association, Angoulême, France.
24. **Fragkiadaki, G.** & Ravanis, K. (2014). Mapping the interactions between young children while approaching the natural phenomenon of clouds creation, *Colloque SIEST Mediterranee 2014, Enseignement des sciences et technologies et education*, Rabat, Morocco.  
[Μια εκτενής μορφή της εισήγησης δημοσιεύτηκε στο διεθνές περιοδικό: *Educational Journal of the University of Patras UNESCO Chair*, 1(2).
25. **Fragkiadaki, G.** & Ravanis, K. (2014). "Socio-cultural, historical approaches: methodological prospects and pedagogic extensions in Early Childhood Education— Focusing analysis on the interpersonal plane: the transmission course of thinking from the interpersonal to the personal level". Oral presentation at the *5th ISCAR Summer University "Moving with and beyond Vygotsky: Interdisciplinary research perspectives"*, Moscow State University of Psychology and Education, Moscow, Russia.

#### **d. Journal articles in Greek**

1. **Fragkiadaki, G.** (2010). Approaching Mathematical concepts on the occasion of Theophania. *Contemporary Kindergarten*, 78, 36-38.
2. **Fragkiadaki, G.** (2009). Lucullus' Mathematics. *Contemporary Kindergarten*, 71, 88-91.
3. **Fragkiadaki, G.**, & Rapti, P. (2009). Getting familiarized with our new school. *Contemporary Kindergarten*, 69, 36-40.

#### **e. Book chapters in Greek**

1. **Fragkiadaki, G.** (2019). Redefining the concept of mediation: the pedagogical practice of autonomy of children during collective scientific experiences in kindergarten. In P. Pantidos (Ed.) *The role of Science in Early Childhood Education*. Athens: New Technologies Publications, 79-197.
2. Arnantonaki, D., **Fragkiadaki, G.**, & Ravanis, K. (2016). An approach of early childhood thinking

- about coagulation of liquids: paths within the socio-cultural, historical approach. In M. Kalogiannaki (Ed.) *Teaching Natural Sciences in Preschool Education*. Athens: Dardanos.
3. Dimitrakopoulou, A., Zougla, F., Liazou, G., Moustaka, E., Nanou, N., Sotiropoulou, S., & **Fragkiadaki, G.** (2016). Imagination as a means of approaching concepts and phenomena from the natural world in kindergarten. In V. Tselfe (Ed.) *Early Childhood: Science at the educational relationship between children and teachers*. Athens, Artemis Petropoulou pp. 167- 178.
  4. **Fragkiadaki, G.**, Klimi, D., Chaxlioutaki, M. & Koliopoulos. D. (2016). Designing an Educational Program for Early Childhood Children in a Mineralogy and Petrology University Museum. In V. Tselfe (Ed.) *Early Childhood: Science at the educational relationship between children and teachers*. Athens, Artemis Petropoulou pp. 167- 178.
  5. **Fragkiadaki, G.**, & Ravanis, K. (2014). Approaching children’s thinking through the socio-cultural, historical approach: Tracing of kindergarten children’s conceptions on clouds creation. In P. Kariotoglou & P. Papadopoulou (Ed.). *Science and Environment in Early Childhood Education. Inquiries and suggestions*, 177-195. Athens: Gutenberg.
  6. **Fragkiadaki, G.** (2016). A task for probabilistic thinking development: Snow always, sometimes, and never. In the e-book *Methods and Techniques of Teaching Activities for Kindergarten and first classes of Primary Schools*. <http://64pprag.weebly.com/betaiotabetalambdaiotaalpha-alpharhothetarhoalpha.html>
  7. **Fragkiadaki, G.** (2014). Promoting a "non-typical" approach of Science in kindergarten: the socio-cultural, historical perspective. In D. Koliopoulos (Ed.) *Proceedings of the 8th Panhellenic Conference of History, Philosophy and Science Education*, 314- 321. Patras: Ion.

#### **f. Greek conference/seminars**

1. **Fragkiadaki, G.** (2022). Play as a model for introducing STEM in the early years. Presentation in round table “Science and STE(A)M education: in search of approaches and perspectives. Oral presentation at the *12th Hellenic Conference on Natural Sciences in Kindergarten, Florina, Greece*.
2. Ioannou, M., Kaliampou, G., **Fragkiadaki, G.**, Pantidos, P., & Ravanis, K. (2022). Termal phenomena in preschool are period: findings, possibilities, and opportunities. Oral presentation at the *12th Hellenic Conference on Natural Sciences in Kindergarten, Florina, Greece*.



3. **Fragkiadaki, G.,** & Fleer, M. (2020). The process of scientific concepts formation during the early years. Oral presentation at the *11<sup>th</sup> Hellenic Conference on Natural Sciences in Kindergarten*, Ioannina, Greece.
4. **Fragkiadaki, G.,** Fleer, M., & Lewis, R. (2020). Designing Conceptual PlayWorlds for STEM concepts formation in the early years. Workshop at the *11th Hellenic Conference on Natural Sciences in Kindergarten*, Ioannina, Greece.
5. Tsoulogianni, S., Mpalampani, E., Roumeliotis, A. S., & **Fragkiadaki, G.** (2019). Scientific Toys and 3D improvised artefacts in kindergarten. Oral presentation at the *12th OMEP Panhellenic Conference, Patras, Greece*.
6. **Fragkiadaki, G.** (2018). Redefining the concept of mediation: the pedagogical practice of autonomy of children during collective scientific experiences in kindergarten. Oral presentation at the *10<sup>th</sup> Hellenic Conference on Natural Sciences in Kindergarten*, Thessaloniki, Greece.
7. Arnantonaki, D., **Fragkiadaki, G.,** & Ravanis, K. (2016). An approach of early childhood thinking about coagulation of liquids: paths within the socio-cultural, historical approach. Oral presentation at the *9th Hellenic Conference on Natural Sciences in Kindergarten*, Rethymno, Greece.
8. Zougla, F., Liazou, G., Moustaka, E., Nanou, N., Sotiropoulou, S., Dimitrakopoulou, A., & **Fragkiadaki, G.** (2015). Aiming a combination of theory and practice at the educational daily reality of kindergarten: the case example of a training and professional development program for kindergarteners. Oral presentation at the *1<sup>st</sup> Conference of Methodology, Training Policies and Practices Unit: Methods, Policies, Practical Training and Professional Development of Educational Materials Based at School*, Korinthos, Greece.
9. **Fragkiadaki, G.** (2014). Promoting a "non-typical" approach of Science in kindergarten: the socio-cultural, historical perspective. Oral presentation at the *8th Panhellenic Conference of History, Philosophy and Science Education*, Patras, Greece.
10. **Fragkiadaki, G.,** Klimi, D., Chaxlioutaki, M., & Koliopoulos. D. (2014). Designing an Educational Program for Early Childhood Children in a Mineralogy and Petrology University Museum. Oral presentation at the *8th Hellenic Conference on Natural Sciences in Kindergarten*, Athens, Greece.

11. Dimitrakopoulou, A., Zougla, F., Liazou, G., Moustaka, E., Nanou, N., Sotiropoulou, S., & **Fragkiadaki, G.** (2014). Imagination as a means of approaching concepts and phenomena from the natural world in kindergarten. Oral presentation at the *8th Hellenic Conference on Natural Sciences in Kindergarten*, Athens, Greece.
12. **Fragkiadaki, G.** (2014). Probabilistic thinking development for kindergarten children. Oral presentation at the seminar titled *Cross-curricula Practices*, Pre-school School Counselor Seminar, Patras, Greece.
13. **Fragkiadaki, G.** (2013). Measurements & Basic Concepts of Programming: Memory and repetition command with the use of the programming toy Bee-Bot. Poster presented at *Fibonacci research project symposium "Natural sciences Fair, 3 years IBSME"*, Patras, Greece.
14. **Fragkiadaki, G.,** & Ravanis, K. (2012). Approaching children's thinking through the "socio-cultural, historical" approach: A tracing of kindergarten children conceptions on clouds creation. Oral presentation at the *7th Hellenic Conference on Natural Sciences in Kindergarten*, Florina, Greece.
15. **Fragkiadaki, G.** (2012). Approaching the concept of renewable power sources in Kindergarten. Oral presentation at the symposium on *"Energy in Education: from the pre-school to second grade Education"*, Patras, Greece.
16. **Fragkiadaki, G.** (2012). Deconstruction and Recycling. Oral presentation at *Fibonacci research project symposium "Natural Sciences Fair"*, Patras, Greece.

## 6. Keynote addresses/ invited speeches

1. **TEDx talk speaker, TEDx Sitia**, title of talk "Scientifically literate citizens: never too early", October 22<sup>nd</sup>, Sitia ,Greece. [MindShift – 2023 – TEDxSitia](#)
2. **Invited keynote speaker, Oxford University OSAT Event**, title of keynote speech "*Collective Imagination and Concept Formation in Early Years*", (to be presented), Oxford, UK.
3. **Invited keynote speaker, IRECE Conference**, title of keynote speech "*Young learners in science: global and local perspectives*", November 21<sup>st</sup>-22<sup>nd</sup> 2022, Tromso, Norway. <https://site.uit.no/irece-tromso/>

4. **Invited keynote co-speaker, National Seminar Series - Curation and co-construction of digital stories in ECEC, National College of Ireland**, title of keynote speech “*Research Using Digital-tech in ECEC: Conceptual PlayWorlds*”, March 5<sup>th</sup> 2021, Dublin, Ireland.
5. **Invited keynote co-speaker, Dean’s Keynote Series**, title of keynote speech “*Building a new legacy: Supporting women in research*”, Southern Cross University, September 28<sup>th</sup> 2020, Gold Coast, Australia.
6. **Invited keynote speaker, National Seminar on Innovative Research (SENARI)**”, title of keynote speech “Educational Innovation: challenges, possibilities, and opportunities”, Universitas Pendidikan Ganesha- Ganesha University of Education, October 20<sup>th</sup> 2020, Singaraja, Bali.
7. **Invited keynote co-speaker, Early Childhood Voices Conference (ECV2020)**, title of keynote speech “Building a new legacy through the ARC Laureate Fellowship: Conceptual PlayLab Creating new research models for supporting early childhood education research”, Charles Strut University, November 16<sup>th</sup>- 20<sup>th</sup> 2020, New South Wales, Australia.
8. **Invited speaker, Norway, and Australia joint Ph.D. event, Western Norway University of Applied Sciences -KINDKOW Center and Monash University- Conceptual PlayLab**, title of invited speech “*Collective imagination and concept formation in play*”, November 26<sup>th</sup>-27<sup>th</sup> 2020, online event, Bergen Norway and Melbourne, Australia
9. **Invited plenary speaker, 4th International Conference on Current Issues in Education (ICCIE)**, title of plenary speech “*Innovation on Early Childhood and Primary Education*”, October 4<sup>th</sup> 2020, Yogyakarta, Indonesia.
10. **Invited keynote speaker, 4th International Conference on Learning Innovation and Quality Education (ICLIQE)**, title of keynote speech “*Contemporary Early Childhood Practice Pedagogy*”, September 5<sup>th</sup> 2020, Surakarta, Central Java, Indonesia.
11. **Invited co-speaker, Public Lecture Faculty of Education, Monash University**, title of invited speech “*Reimagining early childhood for the 21st century: one year on findings from the Conceptual PlayLab*”, May 13<sup>th</sup> 2020, Melbourne, Australia.  
<https://youtu.be/dAeOvEly-FY>

12. **Invited keynote co-speaker, Children + Participatory Design + Sustainable Futures 2020 Symposium**, title of keynote speech “*Case Study Examples of Child Participation in Education*”, February 14<sup>th</sup> 2020, Melbourne, Australia.
13. **Quest co-speaker, University of Melbourne Guest Speaker Series by Professor Nicola Yelland**, title of invited speech “*Background to the Conceptual PlayLab*” (co-presenter), July 11<sup>th</sup> 2019, Melbourne, Australia.
14. **Invited lecturer in Master’s degree Course “Contemporary Pedagogical Approaches in Early Childhood Education”, Dpt of ESECE, University of Patras, Greece**, title of invited lecture “*Socio-cultural approaches in Early Childhood Education*”, Spring semester 2017-2018.
15. **Invited lecturer in Master’s degree Course entitled “Methodology of Educational Research: Quantitative Approaches”, Dpt of ESECE, University of Patras, Greece “Studying and writing academic manuscripts”, Winter semester 2017-2018.**
16. **Invited lecturer in Master’s degree Course “Contemporary Pedagogical Approaches in Early Childhood Education”, Dpt of ESECE, University of Patras, Greece**, title of invited lecture “*Socio-cultural approaches in Early Childhood Education*”, Spring semester 2015-2016.

## 7. Research projects

- 2023- **Chief Investigator at *Play-proofing Science: enhancing young learners’ scientific literacy through play (PlayProofS) project***  
 Funding source: Hellenic Foundation for Research and Innovation, Greece  
 Funding amount: 140.000,00 €, Duration: 2 years (Active)
- 2019-2021 **Pillar Leader at Australia’s first *National Programmatic Study of Conceptual Play in Science, Engineering, and Technologies***  
 Funding source: ARC Laureate Fellowship, Funding amount: AUD3.2 million, Duration: 2019–2024 (Active)  
<https://www.monash.edu/education/research/projects/conceptual-playlab/about>
- 2019-2021 **Member of *Conceptual PlayLab* led by Professor Marilyn Fleer**

Monash University Faculty of Education, Melbourne, Australia

<https://www.monash.edu/education/research/projects/conceptual-playlab/team>

2021 **Chief Investigator at *Respectful Relationships Early Childhood Professional Learning* project**

Funding source: Department of Education and Training, Victoria, Australia,

Funding amount: AUD654,101.82, Duration: 2021-2023 (Active)

2017 **Member of the research team at *Erasmus+ project entitled Teaching Experimentation in Science and Technology***

Funding source: European Commission, Funding amount: EUR221.212,

Duration: 2015-2018 (Completed)

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-IT02-KA201-015237>

## 8. Postgraduate and undergraduate supervision, committee member

Doctoral thesis **Associate Supervisor**

(PhD)

Completions:

1. Dr. Tanya Stephenson (2021), Faculty of Education, Monash University, Australia
2. Dr. Kulsum Yonzon (2022), Faculty of Education, Monash University, Australia

In progress:

1. Iro Zachariadi, School of Early Childhood, Aristoteles University of Thessaloniki
2. Gillian O' Connor, Faculty of Education, Monash University, Australia
3. Monique Parkes, Faculty of Education, Monash University, Australia

2022- **Committee member in doctoral thesis**

1. Ioannou Michalis Dpt of ESECE, University of Patras, Greece

- 2019- **Undergraduate thesis Main supervisor**  
 In progress:  
 1. Tilli Thetis (SECEd AUTH)  
 2. Gragedaki Eirini-Maria (SECEd AUTH)  
 Completions:  
 1. Zotti Eleni (2019), Dpt of ESECE, University of Patras, Greece

## 9. Engagement

- 2022- **Coordination/ participation in Committees (SECEd AUTH)**  
 1. Student's internships Committee (Coordinator)  
 2. Extroversion and international engagement Committee  
 3. Editorial Committee for "Dialogues! Theory and Praxis in Pedagogical and Educational Sciences" journal
- 2020 **Deputy director of *Conceptual PlayLab***, Monash University Faculty of Education, Melbourne, Australia (June- July)
- 2020 **Review panel member for Early Career Researcher GrantStarter Award**, Faculty of Education, Monash University  
<https://www.intranet.monash.edu/education/research/research-staff/faculty-funding>
- 2019 **Member of Faculty Research Group (FRG) for Early Years**, Faculty of Education, Monash University  
<https://www.monash.edu/education/research/groups/early-childhood-conceptual-playlab>
- 2020 **Contact person between Monash University and University of Patras**, collaboration based on Memorandum of Understanding
- 2020 **Review panel member for Monash Education Research Community (MERC) Annual Conference**,  
 Monash Education Research Spring School
- 2013-2019 **Member of O.M.E.P. Patras administrative council**

## 10. Tutor to professional development programs

- 2019 **Professional development program** entitled “*STEM and Everyday Educational Reality in Early Childhood Settings*”, Conceptual PlayLab, Faculty of Education, Monash University, Melbourne, Australia
- 2019 **Professional development program** entitled “*Science in everyday educational reality in kindergarten*”, 2<sup>nd</sup> ΠΕ.Κ.Ε.Σ of Ionian Islands, Greece
- 2017 **Professional development program** entitled “*Training of early childhood educators on issues of socio-cultural and historical learning of Natural Sciences in Preschool Education. Application tracking in a laboratory and school environment*”, Erasmus+ Project “Teaching Experimentation in Science and Technology”. ERASMUS+(2015-1-IT02-KA201-015237) (11/2/2017-31/8/2017)
- 2013-2014 **Professional development program** entitled “*Innovating Approaches of Children’s Thinking: A socio, cultural-historical perspective*”, Dpt of ESECE, University of Patras

## 11. Guest editor in international journals

- **Guest co-editor at the special issue** entitled “*Studying Play and its Role in Child Development: Traditions and Innovations of the Cultural-Historical Scientific School*” at Cultural-Psychology Journal, PsyJournals.ru Publisher, (2021- now) <https://psyjournals.ru/en/psynews/124842.shtml>
- **Guest co-editor at the article collection** entitled “*Reimagining STEM learning and development in early childhood: Play-based challenges and perspectives*” at SN Social Sciences, Springer Publisher, (2020-now ) <https://www.springer.com/journal/43545>

## 12. Member of editorial boards

- **Associate Editor**, Learning, Culture, and Social Interaction Journal, Elsevier Publisher <https://www.journals.elsevier.com/learning-culture-and-social-interaction/editorial-board>

- **Editorial Board**, SN Social Sciences, Springer Publisher  
<https://www.springer.com/journal/43545>
- **Editorial Board**, International Research in Early Childhood Education Journal (IRECE), Monash University, <https://www.monash.edu/education/research/publications/irece>
- **Editorial Board**, Dialogues! Theory and Praxis in Pedagogical and Educational Sciences, <https://ejournals.epublishing.ekt.gr/index.php/dialogoi>

### 13. Journal reviewer/ Member of scientific associations

- **Reviewer** for “*International Journal of Early Childhood*”  
<https://www.springer.com/journal/13158>
- **Reviewer** for “*Cultural Studies of Science Education*” Journal  
<https://www.springer.com/journal/11422>
- **Reviewer** for “*Theory and Research in Education*” Journal  
<https://journals.sagepub.com/home/tre>
- **Reviewer** for “*Educational Journal of the University of Patras UNESCO Chair*”  
<https://ejupunescochair.library.upatras.gr/>
- **Member** of O.M.E.P. <http://www.omep.gr/>
- **Member** of Australasian Science Education Research Association (ASERA)  
<https://www.asera.org.au/>
- **Member** of International Society of Cultural-historical Activity Research, (ISCAR)  
<https://www.iscar.org>
- **Member** of International Association for Semiotic Studies <https://iass-ais.org/>

### 14. Member of scientific and organizing committees

- **Scientific Committee of SIEST Méditerranée** (Interlaboratory Seminar on Scientific and Technological Education) conference, Hammamet, Tunisia, May 2023
- **Scientific Committee of the 12<sup>th</sup> Panhellenic Conference- Science in preschool education**, Florina, Greece, November 2022
- **Scientific Committee of the 13<sup>th</sup> OMEP Panhellenic Conference**, Thessaloniki,



- Greece, May 2019
- **Organizing Committee of the ISCAR Regional Conference**, Ioannina, Greece, March 2019
  - **Coordinator of ISCAR Regional Conference Ph.D. Day**, Ioannina, Greece, March 2019
  - **Organizing Committee of the 6<sup>th</sup> SIEST Mediterranean Conference**, Patras, Greece, April 2019
  - **Organizing Committee of the 12<sup>th</sup> OMEP Panhellenic Conference**, Patras, Greece, November 2019

## 15. Additional activities

- 2019-2020 **Infants Classroom Assessment Scoring System (CLASS) certified observer**
- 2019-2020 **Toddler Classroom Assessment Scoring System (CLASS) certified observer**
- 2020 **Participation in podcasts** for “PlayGroup Victoria”, Victoria, Australia
- 2020 **Participation in Emeritus Mentoring Scheme, mentored by Emeritus Professor Richard Gunstone**, Faculty of Education, Monash University, Australia  
<https://www.intranet.monash.edu/education/research/research-staff/faculty-funding>
- 2020 **Participation in professional development seminar on the supervision of doctoral dissertations and academic activity**, Faculty of Education, Monash University, Australia
- 2019 **Design and planning of educational material for Monash Open Day**  
<https://www.monash.edu/open-day>
- 2018 **Design and planning of educational material for ERASMUS+ project** (2015-1-IT02-KA201-015237)  
[https://ec.europa.eu/programmes/erasmus-plus/project-result-content/b44f7f14-27e0-4b48-bd14-e60701e4190b/LIGHT%20AND%20SHADOWS%20%20\(4%206%20years\)%2](https://ec.europa.eu/programmes/erasmus-plus/project-result-content/b44f7f14-27e0-4b48-bd14-e60701e4190b/LIGHT%20AND%20SHADOWS%20%20(4%206%20years)%2)

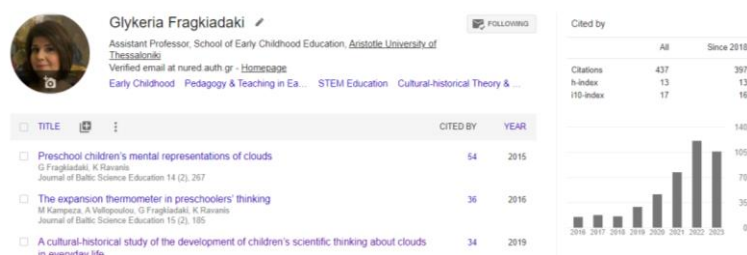
[0C.pdf](#)

- 2018 **Training and Certificate on Educational Assessment, E.E.Π.E.K., Greece**  
(total duration 50 hours)
- 2017 **ISCAR Executive Committee scholarship** for participation in the 5<sup>th</sup> ISCAR Congress, Quebec, Canada, August- September 2017
- 2014-2015 **Participation in professional development seminars for supporting pre-service early childhood teachers' placements**, Dpt of ESECE, Patras University (total duration 31 hours)
- 2012-2013 **Design and planning of a museology educational program for preschool and school children for the "Museum of Mineralogy and Petrology"**, National and Kapodistrian University of Athens

## 16. Foreign languages

- **IELTS** British Council CEFR in English (Level C1/2019)
- **Cambridge Certificate in Advanced English**
- **Cambridge First Certificate in English**

## 17. Published work recognition



<https://scholar.google.gr/citations?user=Gitup28AAAAJ&hl=en>

based on Google Scholar Citations (retrieved on 10/03/2023) a) **citations (437)**, b) **h- index (13)** και c) **i10- index (17)**.