

RECITE
Research Mapping

Section I: General introduction, summarising the institutional information gathered in part 1 of the mapping exercise

Name of institution: European University Cyprus

Name of faculty, institute, etc (if applicable): -

Name of department or section involved in mapping: Department of Education Sciences, School of Humanities, Social and Education Sciences

Contact person, position, email: Loucas Louca, Associate Professor, L.Louca@euc.ac.cy

Number of staff involved in mapping exercise: 7

Number of research-active staff (apart from PhD/master students in department (etc) as a whole: 11

Number of PhD/master students in in department (etc) as a whole: 33

Number of PhD/master students involved in mapping exercise¹: 3

Current or completed (within 3 years) externally funded research and/or development projects²

(please enter details in table below and add rows as necessary):

Name of Project	Funded by:	Persons involved	Comments
<i>EDUCLAB Education and Digital Cultural Laboratory</i>	Erasmus+ Project 2018-1-IT02-KA201-048316	Dr. Chrystalla Papademetri Dr. Loizos Symeou	2018-2020
<i>NEMO: New Monitoring Guidelines to develop innovative ECEC teachers curricula</i>	Erasmus+ Project 2019-1-IT02-KA201-063340	Dr Katerina Mavrou Dr. Chrystalla Papademetri	2019-2021

¹ To avoid overload, master students should only be involved if they are working in specific, ongoing, departmental projects.

² This section should include Erasmus + and Horizon 2020 coordination and support actions, and similar projects not directly classified as 'research'.

		Ms Marianna Efstathiadou	
Politicization of Identities in Diaspora: Cosmopolitanism & Conflict Discourse	'Excellence Hubs of the RESTART Program 2016-2020', co-funded by the European Union	Dr. Constadina Charalambous	2019-2021
<i>BONDS – educational programme for social inclusion for immigrant mothers and children through collaborative comic story-telling.</i>	Erasmus + (KA2 Strategic Partnership for adults)	Dr. Constadina Charalambous Dr. Eleni Theodorou Dr Katerina Mavrou	2016-2019
<i>The Living Book - Augmenting Reading For Life</i> (Ref. #: 2016-1-CY01-KA201-017315)	Erasmus + (KA2 Strategic Partnership)	Dr. Constadina Charalambous Dr Katerina Mavrou Dr. Maria Meletiou	2016-2019
<i>Cost Network New Speakers in a Multilingual Europe</i>	EU Framework Programme, Horizon 2020	Dr. Constadina Charalambous	2014-2017
<i>SIDE- Supporting Innovative models for Deaf youth Empowerment</i>	European Commission, Erasmus+-KA2, project number 2016-3-AT02-KA205-001739	Dr. Eleni Theodorou Dr Katerina Mavrou	2017-2019
<i>Equity and Social Inclusion through Positive Parenting (ESIPP)</i>	European Commission, Erasmus+, Key Action 2, 2015-1-UK01-KA204-013397	Dr. Eleni Theodorou	2015-2018
<i>ANED (Academic Network of European Disability experts)</i>	EC Programme Progress	Dr. Katerina Mavrou	2010-today
<i>Play and Learn Digimedia</i>	KA2, Erasmus + European Commission	Dr. Katerina Mavrou	2016-2019
<i>ESIPP (Equity and Social Inclusion through Positive Parenting)</i>	KA2 Erasmus+ European Commission	Dr. Katerina Mavrou	2015-2018

		Dr. Loizos Symeou	
<i>E-LOISE (E-Learning Objects for innovative Science Education)</i>	KA2 Erasmus+, European Commission	Dr. Katerina Mavrou	2015-2017
<i>RELOBIE – Reusable Objects in Education</i>	KA2 Erasmus+, European Commission	Dr. Katerina Mavrou	2014-2016
<i>ENTELIS (European Network for Technology Enhanced Learning in an Inclusive Society)</i>	KA3 Multilateral networks, European Commission	Dr. Katerina Mavrou	2014-2016
Research Circulation in Teacher Education (<i>RECITE</i>)	#Erasmus 2018-1-DK01-KA203-047069	Dr. Loucas Louca Dr. Chrystalla Papademetri Ms Marianna Efstathiadou	2019-2021
Professional Learning communities as a means for brining teacher professionalization in teacher Education (<i>TePinTeach</i>)	#Erasmus 2019-1-DE01-KA203-00502	Dr. Loucas Louca Dr. Chrystalla Papademetri Ms Marianna Efstathiadou	
Researcher/Partner, Gender Awareness and gender Balance in STEM Education (EMERGENT)	ERASMUS+ project (#Erasmus 2018-1-ES01-KA201-050770)	Dr. Loucas Louca	2018-2021
<i>Instilling Interest in STEM Entrepreneurship to European Students (STEMitUP)</i>	ERASMUS+ project (#Erasmus+ 2017-1-NO01-KA201-034201)	Dr. Loucas Louca Dr. Maria Meletiou	2017-present
<i>Center for STEAM Education Research, Science Communication and Innovation, (CSCR)</i>	H2020- Research and Innovation Program, Teaming Phase 1	Dr. Loucas Louca	2017-2018

	(#WIDESPREAD-04-2017/763594)	Dr. Maria Meletiou	
<i>Heads Using Professional Learning Communities (HeadsUP)</i>	ERASMUS+ project (#Erasmus+ VG-IN-BW-16-35-022992)	Dr. Loucas Louca	2016-2019
<i>STEM Teacher training innovation for Gender balance (STING)</i>	ERASMUS+ project (#Erasmus+ 2014-1-ES01-KA201-003688)	Dr. Loucas Louca	2014-2017
<i>EL-STEM - Enlivened Laboratories within STEM Education – Motivating EU students to choosing STEM studies & careers and improving their performance in courses related to STEM education</i> (Ref. #: 2017-1-CY01-KA201-026775)	EU Commission – Erasmus+ / KA2, Strategic Partnerships for school education	Dr. Maria Meletiou	2017-2020
<i>JUPITER@EDU – Infrastructure for cloud-based system education: Scalable implementation of Jupyter notebook system for scientific explorations</i> (Ref. #: 2017-1-PL01-KA203-038747)	EU Commission – Erasmus+ / KA2, Strategic Partnerships for Higher Education	Dr. Maria Meletiou	2018-2020
<i>NeReLa: Building Network of Remote Labs for strengthening university-secondary vocational schools collaboration</i>	EU Commission - LLP Tempus Higher Education and Society Joint Project	Dr. Maria Meletiou	2014-2016
<i>European Network for Technology Enhanced Learning in an Inclusive Society</i>	EU Commission - Lifelong Learning/ Development of Innovative ICT-Based Content, Services, Pedagogies and Practice for Lifelong Learning Multilateral Network	Dr. Maria Meletiou	2014-2016
<i>ELMIP - Empowering Learning Models in Prison</i>	European Commission	Prof. Marios Vryonides	2017-2019
<i>EMCI - European Media Coach Initiative</i>	Erasmus+ Social Inclusion through Education, Training and Youth	Prof. Marios Vryonides	2017-2020

Departmental priorities in research (if any):

Keywords:

Assistive Technology in Inclusive Education
Creative Learning and Play
Early Childhood Education
Educational Leadership
ICT-Enhanced Learning
Inequalities in Education
Inquiry-based Teaching and Learning in Science
Intercultural Education
Language Teaching & Literacy
Management of Change
Mathematics Education
Multilingualism/Bilingual Education
Pedagogy of Inclusive Education
School-Family Relationships
Science Education
STEM/STEAM Education
Teacher Professional Learning and Development
The Social Dimensions of Education

Details (max. 500 words)

The information provided in different sections of this report (e.g. list of funded research in section 1, researcher's research interests, synergies between teaching and research and list of publications in section III), indicate the research priorities of the Department's faculty. Even though, the research interests of the faculty, as described in the aforementioned list of keywords, are spread in a wide range of subjects from the domain of the Education Sciences, there is a consensus, a common effort, among the faculty, to conduct research which relate to

- a) differentiated and inclusive education
- b) redefining 'learning': empowering the learning environment (based on new trends, use of technology) and improving schools and
- c) participatory, community approaches to research and (in-service and pre-service) teacher's professional learning and development.

Section II: Research governance at your institution: an overview chrystalla

Research activity at European University Cyprus covers both Basic and Applied Research as well as the Arts. The academics and researchers of the University also look for opportunities for commercialization of their research results. The University places strong emphasis on linking teaching with research and carrying out outreach activities which aim to stir the interest of young people to pursue a career in research and innovation. The research activity of the university as measured by its success in securing external research funding and authoring quality journal publications increased at the rate of at least 10% per year in the last decade.

Researchers and members of the university's academic staff collaborate with scientists from the best universities and research centers in the world (e.g. Harvard, Oxford, Imperial College London, King's College London, Karolinska Institute in Sweden, Max Planck Institutes in Germany and all top Greek universities). They participate or co-ordinate many research projects funded by the European Union, the Cyprus Research and Innovation Foundation and other sources. The University has already made a significant contribution to many fields of research, such as Computer Science and Engineering, Education Sciences, Natural Sciences, Humanities, Business and Health Sciences, Medicine, Law, and the Arts.

The University's Research Policy adopted by the Senate and the University Council since 2015 provides incentives for university faculty members to get a reduction in their teaching load for conducting high-level scientific research.

The Research Policy also aims to provide the framework that allows the academics and research community of the University to contribute towards its mission to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge.

- The policy makes provisions for the following:
- Policy for Ethics and Bioethics
- Policy for Intellectual Property Rights
- A framework for the establishment of Research Centers and Laboratories
- Rules governing External Research Programs.
- Provisions for the establishment of a Research fund.
- Rules governing Internal Research Awards.
- Procedures for the award of Teaching Hours Reductions to faculty on the basis of participation in projects, authoring of books or by accumulation of research points.
- Procedures for acquiring equipment purchased through external or internal research funding.
- Procedures for research appointments and affiliations.

Section III: Current researchers and their topics

The information presented below pay great emphasis to the research activities of the researchers and the synergies between research and teaching. A list of the latest and more significant publication of the department's faculty is also included.

Katerina Mavrou: Dr Mavrou is an active Assistive Technology and Inclusive Education Specialist, involved in both national initiative as well as European and international associations and networks, relevant to disability, accessibility and assistive technology. Specifically, she is the President-Elect of the Association for the Advancement of Assistive Technology in Europe (to be the President for 2020-2022), as well as the Cyprus National Contact Person for the same Association. Further, she is a member of the Steering Committee of ENTELIS (European Network for Technology Enhanced Learning in an Inclusive Society) and the Cyprus National Contact Person of EASTIN (European Assistive Technology Information Network). She is also actively involved in the Global Cooperation on Assistive Technology (GATE & GREAT) of the World Health Organization (WHO), working towards the development of the policy and research agenda for promoting assistive technology as a priority in low income countries. In addition, she is the national expert at the Academic Network of European Disability experts (ANED), responsible for research and reporting to the European Commission on disability policy development in Cyprus. Through these initiatives and networks she has established synergies with academics and researchers in the area of **disability, assistive technology and accessibility, exploring the current and future trends in the advancement of technology for the quality of life of people and learners with disabilities, the reduction of the digital divide and the design of learning environments for all**. A number of these synergies are also reflected in European funded projects in which she is involved. These research endeavours are paramount in the creation and delivery of courses on Technology and Disability, as well as Special and Inclusive Education both on the Bachelor, but also on the Master's level, which dwell not only on the global challenges of assistive technology and disability rights, but also on how these are relevant to the local context. Thus, in the creation and deliverance of courses, the different parameters and challenges are taken into consideration, which in the area disability and inclusive education encompass not only past but also current issues.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2019	"Assisting people with Physical Disabilities through technology"		Tatnall, A (Ed), <i>Encyclopedia of Education and Information Systems</i> , Springer, Cham		Online (printed form in press)
2019	"Problematizing disabling discourses around assessment and placement: Can interdependence inform an alternative narrative?"	Symeonidou, S.	European Journal of Special Needs Education		First online
2018	"Assistive Technology and People: A Position Paper from the First Global Research, Innovation, and Education on Assistive	Desmond, D., Layton, N., Bentley, J. Boot, F.H., Borg, J., Dhungana, B.M., Gallagher, P.,	Journal: <i>Disability and Rehabilitation: Assistive Technology</i>	13 (5)	437-444

	Technology (GREAT) Summit”	Gitlow, L., Gowran, R.J., Groce, N., Mackeogh, T., McDonald, R., Pettersson, C., Scherer, M.			
2017	“Disability Rights in Higher Education Programs: The case of medical schools and other health-related disciplines”	Liasidou, A.	<i>Sociology Science & Medicine</i>	191	143-150
2017	“Opportunities and challenges related to ICT and ICT-AT use by people with disabilities: an explorative study into factors that impact on the digital divide”	Meletiou-Mavrotheris, M., Karki A., Sallinen, Hoogerwerf, E.J., M.	<i>Technology and Disability</i>	29	63-75
2017	“iConstruct: virtual disabilities in online settings. Disability and Society”	Theodorou, E.	Available online at: http://dx.doi.org/10.1080/09687599.2017.1307717	32(4)	542-564
2016	“Accessing parental perspectives to inform the development of parent training in autism in south-eastern Europe”	Preece, D., Symeou, L., Stošić, J., Troshanska, J., Theodorou, E., Frey Škrinjar, J.	<i>European Journal of Special Needs Education</i> , DOI: 10.1080/08856257.2016.1223399 (online)	32(2)	252-269
2016	“Towards full digital inclusion: the ENTELIS manifesto against the digital divide”	Hoogerwerf, E.J.	<i>Journal of Assistive Technologies</i>	10(3)	171-174
2015	<i>Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education</i>	Meletiou-Mavrotheris, M., Papparistodemou, E. (Eds.)	Hershey, PA: IGI Global		
2014	“Employing the principles of Universal Design for Learning to deconstruct the Greek-Cypriot new national curriculum”	Symeonidou, S.	<i>International Journal of Inclusive Education</i> DOI:10.1080/13603116.2013.859308 (available at http://www.tandfonline.com/eprint/g2Nt9HMTZdqB3G6rVJRI/full)	18(9)	918-933

Constadina Charalambous: Dr Charalambous, a sociolinguist and a specialist in language teaching and literacy, has a long experience in the field of **Language Education for different ages** evident both in her academic writing and in research. With particular interest in the socio-political context of Cyprus and in conflict-affected societies, her research examines **literacy**

practices in school classes in relation to social and political issues (security, conflict, peace education, social justice, etc.). In her most recent research, she is working on **new technologies and how they influence language teaching and literacy practices at different ages** (from pre-school to adult education), as well as on the **practice of collaborative story-telling for teaching Greek as a second language**. Her research activity, in connection with her active participation in teacher training programs and the Language & Literacy Special Interest Group of the Cyprus Pedagogical Society, has a catalytic role in the design of courses related to language education and literacy both at undergraduate and postgraduate levels. In all her courses the concepts of language and literacy are approached as ideological and social constructs, and the students have the chance to come into contact with the most recent theoretical trends in sociolinguistics/applied linguistics, as well as with real classroom scenarios of how theories can be applied (or not), as they emerge from her research data, thus encouraging criticism and reflection.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2017	"De-securitizing Turkish: teaching the language of a former enemy, and Intercultural Language Education"	Charalambous, P., Rampton, B.	<i>Applied Linguistics</i>	38(6)	800-823
2016	"Diversity and conflict: Negotiating linguistic, ethnic and emotional boundaries in literacy classrooms"	Zembylas, M., Charalambous P.	<i>Linguistics & Education</i>	35	50-62
2016	"Troubling translanguaging: language ideologies, superdiversity and interethnic conflict"	Charalambous, P., Zembylas, M.	<i>Applied Linguistics Review</i>	7(3)	327-352
2016	"Breaking classroom silences: a view from linguistic ethnography"	Rampton, B.	<i>Language and Intercultural Communication</i>	16(1)	4-21
2016	"Human rights and the ethno—Nationalist problematic through the eyes of Greek-Cypriot teachers"	Zembylas, M., Charalambous, P., Lesta, S.	<i>Education, Citizenship and Social Justice</i>	11 (1)	19-33
2016	"Toward a critical hermeneutical approach of human rights education: universal ideals, contextual realities and teachers' difficulties"	Zembylas, M., Charalambous, P., Lesta, S.	<i>Journal of Curriculum Studies</i> , DOI:10.1080/00220272.2016.1188156		1-21
2016	"Teachers' pedagogical perspectives and teaching practices on human rights in Cyprus: an empirical exploration and implications for human rights education"	Zembylas, M., Charalambous, P.	<i>Pedagogies: An International Journal</i>		1-21

2016	"Toward a Critical Hermeneutical Approach in Human Rights Education: Transformative Possibilities and the Challenges of Implementation"	Zembylas, M., Charalambous, P., Lesta, S.	<i>European Education Journal</i>	48 (2)	137-157
2015	"Teachers' Understandings of Human Rights and Human Rights Education (HRE) in Cyprus: An Exploratory Study"	Zembylas, M., Charalambous, P., Lesta, S.	<i>Human Rights Review</i>	16 (2)	161-182
2014	"The schooling of emotion and memory: Analyzing emotional styles in the context of a teacher's pedagogical practices"	Zembylas, M., Charalambous, P.	<i>Teaching and Teacher Education</i> , DOI: 10.1016/j.tate.2014.08.001	44	69-80

Eleni Theodorou: Dr. Eleni Theodorou is Assistant Professor in Social Foundations of Education at the Department of Education Sciences at the European University Cyprus where she teaches undergraduate and graduate courses in the social and cultural foundations of education. She is currently also serving as the Chair of the Department. Her research interests include **sociological and anthropological constructions of childhood, (immigrant) children's identities, multicultural education politics and policy, family involvement, and sociological understandings of teacher professional identities**, mainly investigated through qualitative research methodologies. She has participated in various locally and internationally funded projects that relate to issues of social and educational inequalities. A number of these have been European co-funded projects which deal specifically with issues of social inclusion, such as the design and provision of training for parents of children with autism (ESIPP), the integration of immigrant families through comics (BONDS), and the empowerment of deaf youth (SIDE). Her work has been published in international peer review journals and in edited book volumes. These research endeavors are paramount in the design and delivery of undergraduate and postgraduate courses in the area of social foundations of education, such as Sociology of Education, Intercultural Education, and Diversity in Education. Through these courses a number of social issues are explored that touch upon matters of social inclusion, educational inequalities, acceptance and respect of human rights in the context of multicultural societies in an increasingly globalized world experienced through globalized processes. Thus, in the creation and deliverance of courses the challenges for social inclusion that are posed for schools are taken into consideration as students are urged to look at their selves as educators as well as the role of schooling under a different, more reflective and critical light.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2019	Collapsing the supranational and the national: from citizenship to health education in the Republic of Cyprus.	Philippou, S.	In A. Rapoport (Ed.), <i>Competing Frameworks: Global and National in Citizenship Education</i> Charlotte, NC: Information Age.		95-114

2019	Politics and the interview: unraveling immigrant children's narrations and identity performances.	Kontovourki, S.	In S. Spyrou, R. Rosen, and D. Cook (Eds) <i>Reimagining Childhood Studies</i> . London: Bloomsbury Publishing Plc		153-166
2018	Re-forming curriculum towards a 'democratic socially responsible citizen' in Greek-Cypriot Education: At the nexus of European and Intercultural Education discourses.	Philippou, S.	In N. Palaiologou & M. Zembylas (eds), <i>Human Rights Education and Citizenship Education: Intercultural Perspectives within an international context</i> . Cambridge Scholars Publishing.		
2018	"All we need is love (and money)!" What do higher education students want from their families?"	Lamprianou, I., Symeou, L.	<i>Research Papers in Education</i> , https://doi.org/10.1080/02671522.2018.1452957		
2018	"Curriculum making as professionalism-in-context: the cases of two elementary school teachers amidst curriculum change in Cyprus"	Kontovourki, S., Philippou, S.	<i>Curriculum Journal</i> , https://doi.org/10.1080/09585176.2018.1447308	29(2)	257-276
2017	"Has Family Involvement Migrated into Higher Education? How the administrative staff documents the phenomenon in students' university experience in Cyprus"	Symeou, L., Lamprianou, I., Rentzou, K., Andreou, P.	<i>International Studies in Sociology of Education</i> , http://dx.doi.org/10.1080/09620214.2017.1336934	27(1)	78-99
2017	"iConstruct: virtual disabilities in online settings"	Mavrou, K.	<i>Disability & Society</i> , http://dx.doi.org/10.1080/09687599.2017.1307717	32(4)	542-564
2017	"Caught between Worlds of Expertise: Primary Teachers amidst Official Curriculum Development Processes in Cyprus"	Philippou, S., Kontovourki, S.	<i>Curriculum Inquiry</i> , http://dx.doi.org/10.1080/03626784.2017.1283591	4(2)	217-240
2015	"Governing teachers: professional development and curriculum reform in Cyprus"	Kontovourki, S., Philippou, S.	In H.-G. Kothoff & E. Klerides (Eds.), <i>Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition</i> , Rotterdam: Sense Publishers		107-126
2014	"Constructing the 'Other': Politics and Policies of Intercultural Education in Cyprus"		L. Vega (Ed.), <i>Empires, Post-Coloniality and Interculturality, Comparative and Education Society in Europe Series</i> , Rotterdam: Sense Publishers		251-272

Chrystalla Papademetri: Dr. Chrystalla Papademetri is Assistant Professor in Early Childhood Education and Early Childhood Mathematics Education at the Department of Education Sciences at the European University Cyprus where she teaches undergraduate and graduate courses. She is the coordinator of the BA program in Early Childhood Education. Her research interests focus on the **professional learning of educators, the empowerment of their role as teacher-researchers with emphasis to their reflective skills, the contemporary understanding of active learning and its relationship with creativity and play and the development of meaningful mathematical activities for young children.** She has participated and is participating in various locally and internationally funded projects that relate to her research interests. A number of these are European co-funded projects and include designing, implementing and evaluating professional development programs for educators. Her work has been published in international peer review journals and in edited book volumes. These publications are used in her teaching as main readings. These research endeavors are paramount in the design and delivery of undergraduate and postgraduate courses. Her research which, is explicitly related to teacher's learning, is merged in her teaching practice and her teaching practice empowers her research. She was one of the main members of the scientific team that developed and supported, through professional development programs, the proposed Curriculum for Early Childhood Education that was announced by the Ministry of Education and Culture in 2011. This proposed curriculum constitutes the philosophical foundation of the New Curriculum that was announced in 2016 by the Ministry of Education and Culture. Thus, her teaching is aligned with the theoretical and philosophical foundations and the practical implications of the New National Curriculum.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2018	Chapter in book "The exchange of ideas was mutual, I have to say': negotiating researcher 'roles' in an early years educators' professional development programme on inquiry-based mathematics and science learning"	Philippou, S., Louca, L.	Waters, J., Payler, J. and Jones, K. (Eds) (2018). <i>The Professional Development of Early Years Educators</i> . London: Routledge.		Chapter 13
2015	Article in Referred Journal "Learning about learning with teachers and (from) young children"		<i>Constructivist Foundations</i> . [Special Issue 'Constructionism', Chronis Kynigos and Gerald Futschek as Guest Editors]	10(3)	370-381
2015	Article in Referred Journal "Educational Reform. Is it Indeed Impossible?"		<i>Constructivist Foundations</i> . [Special Issue 'Constructionism', Chronis Kynigos and Gerald Futschek as Guest Editors]	10(3)	385-387
2014	Conference Publication		G. Futschek & C. Kynigos (Ed.),		156-166

	“How many circles are in the shape?’ Defining modelling-based Learning (MbL) through the iterative implementation of a specific activity to groups of early childhood teachers”		<i>Constructionism and creativity: Proceedings of the Third International Constructionism Conference</i> , Austrian Computer Society		
2014	Chapter in book “The Development of a joint mathematics and science literacy curriculum for the Kindergarten. The transition from a skill-based program to a process-based program” [In Greek “Η Ανάπτυξη ενός ενιαίου πλαισίου γραμματισμού για τα μαθηματικά και τις φυσικές επιστήμες στο νηπιαγωγείο: Η μετάβαση από ένα πρόγραμμα δεξιοτήτων επιστημονικής μεθόδου σε ένα πρόγραμμα διεργασιών”]	Louca, L.	P. Kariotoglou & P. Papadopoulou (Eds). <i>The Sciences and the Environment in Preschool</i> [In Greek ‘Π. Καριώτογλου & Π. Παπαδοπούλου (Επ.) (2014). <i>Φυσικές Επιστήμες και περιβάλλον στην προσχολική εκπαίδευση: Αναζητήσεις και προτάσεις</i> , Αθήνα: Gutenberg’]		134-153
2012	Chapter in book “ Young Children’s Abilities and Resources for Solving Area Problems ” [In Greek “Δυνατότητες και αδυναμίες των παιδιών πρώτοσχολικής ηλικίας στην επίλυση προβλημάτων μέτρησης εμβαδού ”]	Loulli, C. Constantinou , C. P.	K. Plakitsi (Ed.), <i>Sociocognitive and sociocultural approaches to science in early childhood</i> , Athens, Patakis [In Greek ‘Κ. Πλακίτση (Επ) (2012). <i>Κοινωνιογνωστικές και κοινωνικοπολιτισμικές προσεγγίσεις στη διδακτική των φυσικών επιστημών στην προσχολική και πρώτη σχολική ηλικία’]</i>		
2012	Article in Referred Journal “Revisiting van Hiele”		<i>Learning of Mathematics</i>	32(3)	2-7
2012	Conference Publication “Is this Constructionism? A case of Young Children, Mathematics and Powerful Ideas”		S. Anastopoulou, M. Berland, J. B. Frant, P. Boytchev, K. Brennan, A. Chronaki & N. Yiannoutsou, <i>Constructionism 2012 Theory Practice and Impact</i>		94-103
2010	Conference Publication “Constructionism applied in early childhood mathematics education: Young children		J. E. Clayson and I. Kalas (Eds), <i>Constructionist approaches to creative</i>		

	constructing shapes and meaning with sticks”		<i>learning and education: Lessons for the 21st century</i> , Proceedings Constructionism 2010		
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Loucas Louca: Loucas Louca is an Associate Professor of Science Education and the Director of the Inquiry in Science and Math Education Research Group at the Department of Education Sciences at the European University Cyprus. He has a long-standing interest in supporting teacher’s professional development in science education. He also brings in broad expertise in cooperating in various EU projects. His research interests focus on **student abilities for inquiry in STEM, and on teachers’ instructional strategies for promoting student inquiry in STEM, as well as teachers’ responsiveness to student abilities in scientific inquiry**. He has been involved in several nationally funded projects as well as European funded projects, focusing on student thinking in science, teacher professional development, modeling-based learning in science, development of curriculum materials, promoting opportunities for gender balance in science education, and promoting inquiry-based teaching and learning in STEM education. He is also interested in the use of authentic videotaped lessons as tools for teachers’ pre-service and in-service professional development.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2010	“A study of pre-service elementary teachers’ views about the Nature of Science” [In Greek, Μελέτη των απόψεων προπτυχιακών εκπαιδευτικών δημοτικής εκπαίδευσης για τα χαρακτηριστικά και τη φύση της Επιστήμης]	Tzialli, D., Zacharia, C. Z.	<i>The Journal of Teaching in Science Education: Research and Praxis</i> [In Greek, <i>Διδασκαλία των Φυσικών Επιστημών: Έρευνα και Πράξη</i>]		34-35, 58-68
2011	“Objects, entities, behaviors and interactions: A typology of student-constructed computer-based models of physical phenomena”	Zacharia, Z., Michael, M., Constantinou, P. C.	<i>Journal of Educational Computing Research</i>	44(2)	173-201
2011	“In Quest of Productive Modeling-Based Learning Discourse in Elementary School Science”	Zacharia, C. Z., Constantinou, P. C.	<i>Journal of Research in Science Teaching</i>	48(8)	919-951
2012	“Identification, Interpretation – Evaluation, Response: A framework for analyzing classroom-based teacher discourse in science”	Tzialli, D., Zacharia, Z.	<i>International Journal of Science Education</i>	34(12)	1823-1856
2012	“Modeling-based Learning in Science Education: A Review”	Zacharia, C. Z.	<i>Educational Review</i>	64(1)	471-492

2013	"Developing teaching responsiveness to children inquiry in science: A case study of professional development for pre-school teachers"	Tzialli, D., Skoulia, T., Constantinou, C. P.	<i>Journal of Nordic Studies in Science Education</i>	9(1)	66-81
2015	"Learning through Modeling in K-6 Science Education: Re-Visiting the Modeling-Based Learning Cycle"	Zacharia, C. Z.	<i>Journal of Science Education and Technology</i>	24(2)	192-215
2015	"The exchange of ideas was mutual, I have to say': negotiating researcher and teacher 'roles' in an early years educators' professional development program on inquiry-based mathematics and science learning"	Philippou, S., Papademetri, C.	<i>Professional Development in Education</i> [Special Issue 'The Professional Development of Early Years Educators', Jane Waters and Jane Payler as Guest Editors]	41(2)	382-400
2018	<i>Professional development for Inquiry-Based Science Teaching and Learning. ESERA Science Education Research Series.</i>	Tsivitanidou, O. E., Gray, P., Rybska, E., & Constantinou, C.P.	Springer		

Marios Vryonides: Prof. Marios Vryonides is the National Coordinator of Cyprus in the European Social Survey (European Social Survey) and represents Cyprus in the Thematic Committee for the social changes of Horizon 2020 of the European Union. This period he coordinates the program ELMIP (Learning Models in Empowering Prison) funded by the EU. In the past he coordinated programs such as: (a) Life Long Learning program), GRUNDTVIG: Basic Education and Skills Training in Prisons (2013-2015) and (b) European Commission funded program) "Children's voices: exploring the interethnic violence in school environment" (2011 – 2012). These programs are practical applications of educational research, a discipline that he teaches in higher education in the past 16 years. He is the President of the Research Committee on Sociology of Education of the International Sociological Association (2018-2022). His research interests lie in **contemporary sociological theory with applications in education, in qualitative and quantitative research methods, theories of cultural and social capital and the sociological dimensions of New Forms of Education.**

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2018	"Problems in Education"	Stevens, Peter A.J., A. Gary Dworkin	A. Javier Treviño, <i>The Cambridge Handbook of Social Problems</i> , Cambridge University Press		
2017	"Brain Drain in Higher Education: The case of Cyprus"		Giouspasoglou, C. Marinakou, E. and Paliktzoglou, V. (eds), <i>Brain Drain in Higher Education:</i>		55- 77

			<i>the case of the Southern European Countries and Ireland</i> , New York: Nova Science Publishers		
2016	“What is the profile of prisoners in terms of basic skills: Evidence from four European countries”		F. Torlone & M. Vryonides (Eds), <i>Innovative learning models for prisoners</i> , Firenze (Florence): Firenze University Press		11-25
2016	“The Blended learning approach: Rationale and suitability for prison settings”		F. Torlone & M. Vryonides (Eds), <i>Innovative learning models for prisoners</i> , Firenze (Florence): Firenze University Press		69-77
2014	“The Effects of the Economic Crisis on Inter-Ethnic Relations in Cypriot Schools”		<i>Journal of Social Science Education</i> , DOI 10.2390/jsse.v14.i2.1306	13 (3)	
2013	“The effect of age in the way adolescents report and experience interethnic violence in five European countries”	Kalli, M.	<i>ANNALES · Ser. hist. sociol.</i>	23 (2)	275-290
2013	<i>The Sociology of Education</i>	Dworkin A Gary, Ballantine Jeanne, Antikainen Ari, Barbosa Maria Ligia, Konstantinovskiy David, Saha Lawrence J, Essack Shaheeda, Chang Jason, Teodoro António	ISA: Sociopeadia.		
2012	Parents’ aspirations for their children’s educational and occupational prospects in Greece: the role of social class	Gouvias, D.	<i>International Journal of Educational Research</i>	53	319-329
2012	<i>The Politics of Education: Challenging Multiculturalism</i> , (Eds.)	Kassimeris, C.	London and New York: Routledge		
2012	Perceptions related to the fundamental principles of respecting human rights in the training of	Tomiță, M	<i>Journal of Educational Sciences</i>		

	police officers from Romania and Cyprus				
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Marianna Efstathiadou: Ms Marianna Efstathiadou has a Bachelor's Degree in Early Childhood Education and a Master's Degree in Curriculum and Instruction in Early Childhood Education. She has worked between 2001-2002 / 2003-2004 in kindergartens in the United States and between 2004-2007 in kindergartens in Cyprus. In 2008, she was appointed as an Instructor, Special Teaching Personnel in the Department of Educational Sciences of the European University of Cyprus. She is now the Coordinator of the Student Teaching program, where she teaches the courses of the Student Teaching program. Also, she is responsible for giving feedback to prospective teachers during the implementation of educational activities. Her research interests include domains of student teaching, teacher training (preservice-in-service teachers), curriculum and instruction, creative learning, reflection. Specifically, since 2014, within her PhD thesis, she explores **how the learning of prospective early childhood teachers can be fostered in order to help them incorporate approaches of creative learning and play (CLaP), in their practice concerning mathematics by employing techniques of action research (AR)**. It focuses on the role of university instructors in organizing and stimulating approaches of CLaP in early childhood courses (concerning mathematics), in an effort of transferring CLaP to real classroom environments by prospective teachers during their student teaching experience. It focuses on the role of University instructors in designing and implementing such approaches in their curriculum in an attempt to transfer these approaches into real learning environments by prospective teachers during their student teaching experience. The techniques of action research used help prospective teachers develop reflective skills that help them recognize incidents of creative learning in the classroom. She has participated and participates in global / pan-Hellenic conferences with presentations as well as in research projects. This research activity supports the revision of the School Experience program.

Paraskevi Chatzipanagiotou: Dr. Paraskevi Chatzipanagiotou is an Assistant Professor of Educational Management with the European University of Cyprus (Department of Education) and Director of the Distance Education Unit since 2016. She is the Coordinator of the Concentration Educational Management & Leadership of MA Education Sciences. She has evaluated a lot of researched-based projects and participates as trainer in further education programs for school staff and principals. The research interests of Paraskevi Chatzipanagiotou are mainly focused on the fields of **school management, school leadership, human resource management, innovation management, school improvement and TQM**. Over the last ten years she has published four books and authored individually or with others articles in journals and chapters in collective volumes on aspects of management and leadership issues.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2010	<i>Η διοίκηση του σχολείου και η συμμετοχή των εκπαιδευτικών στη διαδικασία λήψης αποφάσεων</i>		Θεσσαλονίκη, εκδ. Κυριακίδης		
2012	“Διαμόρφωση και διατήρηση θετικού σχολικού κλίματος μέσω της επαγγελματικής ανάπτυξης των		Παπαδιαμαντάκη, Γ. – Δ. Καρακατσάνη (επιμ.), <i>Ζητήματα εκπαιδευτικής πολιτικής</i> .		

	εκπαιδευτικών: ο ρόλος της σχολικής ηγεσίας”		<i>Αναζητώντας το νέο σχολείο, Επίκεντρο</i>		
2014	“Πρακτικές δικτύωσης σχολείων: τα δίκτυα μάθησης ως μηχανισμός για την ενθάρρυνση της συνεχιζόμενης επαγγελματικής ανάπτυξης εκπαιδευτικών και διευθυντών”	Μαρμαρά, Χ.	Παπανασούμ, Ζ. & Μ. Λιακοπούλου (επιμ.), <i>Υποστηρίζοντας την επαγγελματική ανάπτυξη των εκπαιδευτικών</i> , Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης		151-160
2015	“The effective use of distance learning model in in-service teacher education in Greece”	Katsarou, E.	<i>7th International Conference on Education and New Learning Technologies</i> , Barcelona		
2016	“Η επιτυχής δικτύωση εκπαιδευτικών ως μηχανισμός υποστήριξης της συνεχιζόμενης επαγγελματικής τους ανάπτυξης και της σχολικής βελτίωσης”		Στο Μπαγάκης, Γ. (επιμ.), <i>Μεθοδολογία, Πολιτικές, Πρακτικές Επιμόρφωσης και Επαγγελματικής Ανάπτυξης του Εκπαιδευτικού που βασίζονται στο σχολείο</i> , Αθήνα: Ίων		107-115
2018	“Ο ρόλος του διευθυντή στη διαχείριση της ετερότητας και στην προσέγγιση γονέων και παιδιών με μεταναστευτική βιβλιογραφία”		<i>Οδηγός για γονείς διαμεσολαβητές: Βελτίωση της κοινωνικής & εκπαιδευτικής ένταξης παιδιών τρίτων χωρών στην Κύπρο</i> . Λευκωσία: ΠΙ Κύπρου		80-90

Maria Meletiou: Maria Meletiou-Mavrotheris: Prof. Meletiou-Mavrotheris is a Professor of Mathematics Education at European University Cyprus, and Director of the Research Laboratory in ICT-Enhanced Education (<http://ictee.euc.ac.cy/>). ICTEE is committed to promoting the intelligent use of information technologies in teaching and learning through the conduct of high-quality research that can stimulate effective innovations and improved learning outcomes. The Laboratory acts as the umbrella organization for numerous research projects of interdisciplinary nature, seeking to advance current knowledge in the area of ICT applications in educational environments. Projects are of a diverse scope, ranging from small interdepartmental collaborations to large European-level projects jointly undertaken by multiple institutions around the continent. Indicative EU funded programs in which ICTEE has participated under the coordination of Prof. Meletiou-Mavrotheris include H2020, Erasmus+, LLP-Grundtvig, Socrates Minerva and Comenius, Leonardo da Vinci, and Eureka. All of these multinational programs focus on **technology-enabled education, specifically on the use of cutting-edge ICT tools in teaching and learning at the school and higher education level, and in vocational training**. The programs have led to the development of a wide range of high-quality educational programs, tools, and services that advance the state-of-the-art and practical use of information and communication technologies for teaching and learning within the European University Cyprus and beyond, serving as a catalyst for innovation with technology supported teaching and learning techniques. To promote the purposeful and effective application of educational technologies in all

aspects of society, ICTEE has entered into creative partnerships with researchers, educational practitioners, educational leaders, and community leaders in Cyprus and internationally.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2019	“Enhancing In-Service Primary Teachers' Technological, Pedagogical and Content Knowledge on Mobile Mathematics Learning”	Tsouccas, L.	<i>International Journal of Mobile and Blended Learning</i>	11(3)	1-8
2019	“Integrating Mobile Devices in the Mathematics Curriculum: A Case Study of a Primary School in Cyprus”	Paparistodemou, E., & Christou, C.M.	<i>International Journal of Mobile and Blended Learning</i>	11(3)	19-37
2018	<i>Early Statistics: Supporting the Development of Statistical Understandings in the Early Years</i>	Leavy, A., Paparistodemou, E. (Eds.)	Springer		
2015	<i>Integrating Touch-Enabled and Mobile Devices into Contemporary Mathematics Education</i>	Mavrou, K., and Paparistodemou, E. (Eds.)	Hershey, PA: IGI Global.		
2018	“Research on Statistics Teachers' Cognitive and Affective Characteristics”	Groth, R.,E.	D. Ben-Zvi, K. Makar, & J. Garfield (Eds), <i>International Handbook of Research in Statistics Education</i> , Springer.		327-355
2018	“Engineering Attractiveness in the European Educational Environment: Can Distance Education. Approaches Make a Difference?”	Katzis, K., Dimopoulou, C., Lasica, I.E.	<i>Education Sciences</i> , Available Online: http://www.mdpi.com/2227-7102/8/1/16/htm	8(1)	
2016	“Mobile technologies in the service of students' learning of mathematics: The example of game app A.L.E.X. in the context of a primary school in Cyprus”	Kyriakides, A., Prodromou, T.	<i>Mathematics Education Research Journal (MERJ)</i>	28(1)	53-78
2016	“Pre-Service Teacher Training on Game-Enhanced Mathematics Teaching and Learning”	Prodromou, T.	<i>Technology, Knowledge and Learning (TKNL)</i>	21(3)	379-399
2015	“Developing Young Learners' Reasoning about Samples	Paparistodemou, E.	<i>Educational Studies in Mathematics</i>	88(3)	385-404

	and Sampling in the Context of Informal Inferences”				
2013	“Differentiation of teaching and learning mathematics: An action research study in tertiary education”	Konstantinou-Katzi, P., Tsolaki, E., Koutselini, M.	<i>International Journal of Mathematical Education in Science and Technology</i>	44(3)	332-349

Loizos Symeou: Dr Loizos Symeou (Professor in Sociology of Education) holds a Ph.D. in Education from the University of Cambridge. His areas of interest and publications are in the **sociological investigation of school-parent-child relationships and how these link to cultural and social capital theory**. Prof. Symeou has prolonged experience in conducting research involving teachers, parents, children and young people through case-study methodologies, ethnographic approaches and action research. For instance, projects focusing on investigating the school drop-out phenomenon among youth in five European countries (DooR project, 2003-2006), the PAM-INA project (2009-2012) which was exploring youth’s expressions of European identity in seven European countries, and other. More recent work includes a study on homework and on family involvement in higher education, as well as a number of European Commission funded studies on the social and educational inclusion of Roma in Europe, as well as on the empowerment of Roma women. His research record includes a monograph, more than 50 journal articles and book chapters in edited volumes, as well as presentations in local and international conferences. His record adds to more than 1000 citations of his research work (h-index=15). In addition, Prof. Symeou is a member of the Steering Committee of the largest international network focusing on families’ role in education, namely ERNAPE (European Research Network about Parents in Education) and is a member of local networks for the study of education and related issues, like the Pedagogical Association of Cyprus (Παιδαγωγική Εταιρεία Κύπρου-Vice-President of Board 2016-2018) and OMEP-Cyprus (Board Member 2016-18). He is also a founding member of the only local body aiming to the social inclusion of Roma people in Cyprus (CYP-Rom). Finally, he is a member of the Editorial Board of the following journals: *International Studies in Sociology of Education*, *The School Community Journal*, *the Journal of Early Childhood Studies*, *Aula Abierta* (International Editorial Advisory Panel). Prof. Symeou teaches Sociology of Education and Qualitative Research Methods in undergraduate, postgraduate and doctorate courses at the Department of Education Sciences. He also supervises Master theses in the MA Education Sciences as well as PhD dissertations in the PhD in Education Sciences.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
2018	Article in Referred Journal: “Culturally aware but not yet ready to teach the ‘Others’: Reflections on a Roma education teacher training programme”	Karagiorgi, Y.	Journal of Multicultural Education	12(4)	
2018	Article in Referred Journal: “All we need is love (and money): What do higher	Lamprianou, I., Theodorou, E.	Research Papers in Education, DOI: 10.1080/02671522.2018.1452957		

	education students want from their families?"				
2018	Article in Referred Journal: "Has family involvement migrated into Higher Education? How the administrative staff documents the phenomenon in students' university experience in Cyprus"	Theodorou, E., Lamprianou, I., Rentzou, K., Andreou, P.	International Studies in Sociology of Education, DOI: 10.1080/09620214.2017.1336934	27(1)	78-99
2018	Article in Referred Journal: "Out of the Box' Leadership: Action Research towards school improvement"	Karagiorgi, Y., Afantiti-Lamprianou, T., Alexandrou, V., Karamanou, M.	Educational Action Research, DOI: 10.1080/09650792.2017.1310052	26(2)	239-257
2017	Editor of Special Issue: "Deconstructing the 'Parent' in Parent-School Relationships: Addressing multiple identities and changing practice"	Crozier, G.	Gender and Education	29(5)	
2016	Chapter in Book: "The education of Roma children: challenges and promises"	Mcdermott, J. C, Chapel, F. M., Drahokoupil, S. V., Bakšić-Muftić, J., Daniel, S., Hancock, I.	R. K. Gordon, T.Akutsu, J. C. McDermott, & J. W. Lalas (Eds), Challenges associated with cross-cultural and at-risk student engagement, (Chapter 5), Pennsylvania: IGI Global. DOI: 10.4018/978-1-5225-1894-5.ch005		74-99
2016	Chapter in Book: "Η ποιοτική έρευνα και η επιστημονική αξία της παραγόμενης γνώσης στις Κοινωνικές και στις Ανθρωπιστικές Επιστήμες" [Qualitative research and the scientific value of produced knowledge in Social Sciences and Humanities].	Pyrgiotakis, I.E.	I.E. Pyrgiotakis & C. Theophilides (Eds.), Ερευνητική μεθοδολογία στις κοινωνικές επιστήμες και στην εκπαίδευση [Research methodology in social sciences and education], Athens: Pedio		211-244
2016	Article in Referred Journal: "Neoliberal versus Social Justice reforms in education policy and practice: discourses, politics and disability rights in education"	Liasidou, A.	Critical Studies in Education, DOI: 10.1080/17508487.2016.1186102	59(2)	149-166
2013	Article in Referred Journal:	Theodorou, E.	British Journal of Sociology of Education,	34(3)	354-372

	"Experiencing the same but differently: Indigenous minority and immigrant children's experiences in Cyprus"		DOI: 10.1080/01425692.2012.722274		
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Dr. Maria Tsakkiri: Dr Maria Tsakiri is a Lecturer at the European University Cyprus with 15 years of experience in teaching and supporting disabled students and children in primary, further and higher education. She lectures on the theoretical perspectives and implications of Disability Studies and Inclusive Education at undergraduate and postgraduate levels. Her current research interests lie in **inclusive education, body politics and the politics of disability, cripp activism, as well as cultural representations of disability and intersectionality**. She is an active member of the Disability Research Edinburgh network which is coordinated by the University of Edinburgh. She organised and chaired educational events that aimed to bring together students, scholars, disabled activists and filmmakers. This initiative was successfully granted funding and it was part of the Festival of Creative Learning at the University of Edinburgh. Her current involvement with disability activism and her expertise in critical disability studies has led to new collaborations with Schools of Education and Inclusive Education, Disability Research Fora and autonomous feminist research centres in the UK and Greece. This ongoing engagement with inclusive education and critical disability studies has led to the development of an international network of disabled artists, activists and scholars, that has allowed her to integrate knowledge from the field in her undergraduate and postgraduate modules; modules designed to examine not only the educational policies and pedagogical approaches that promote and support the rights of disabled people, but also the inequalities, oppression and practices of exclusion that they commonly face.

Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
In press	'Disability Film Festivals; the Spaces where Crip Killjoys Take Action.'	In Ojrzynska, K. & Wieczorek, M. (eds.) Disability and Dissent.	Brill	-	-
2018	'NoBody's perfect: charm, willfulness and resistance.'	N/A	Review of Disability Studies: An International Journal	14(2)	N/A
2012	Η εικόνα των αναπήρων στον κινηματογράφο	Στο Ζώνιου- Σιδέρη, Α., Ντεροπούλου- Ντέρου, Ε., Παπαδοπούλου, Κ. (2012), Η έρευνα στην Ειδική Αγωγή, Ενταξιακή Εκπαίδευση και στην Αναπηρία	Πεδίο	-	-

In our department, there are also the following research centres:

1. Research Laboratory in ICT-Enhanced Education (ICTEE):

ICTEE (<http://ictee.euc.ac.cy/>) is committed to promoting the intelligent use of information technologies in teaching and learning through the conduct of high-quality research that can stimulate effective innovations and improved learning outcomes. The Laboratory, directed by Prof. Maria Meletiou-Mavrotheris of the School of Humanities, Social & Education Sciences, has three mutually reinforcing areas of contribution:

- 1) **Research:** ICTEE acts as the umbrella organization for numerous projects of interdisciplinary nature, seeking to advance current knowledge in the area of ICT applications in educational environments. Projects are of a diverse scope, ranging from small interdepartmental collaborations to large European-level projects jointly undertaken by multiple institutions around the continent.
- 2) **Education:** ICTEE serves as a catalyst for innovation with technology supported teaching and learning techniques by offering a wide range of high-quality educational programs, tools, and services that advance the state-of-the-art and practical use of information and communication technologies for teaching and learning within the European University Cyprus and beyond;
- 3) **Community Engagement:** ICTEE seeks to advance the purposeful and effective application of educational technologies in all aspects of society by entering into creative partnerships with researchers, practitioners, educational leaders, industry, and community leaders in Cyprus and internationally.

The Laboratory's mandate spans all disciplines, all levels of education and training (pre-primary, primary, secondary, tertiary, adult, vocational), and all providers of education (public and private educational establishments, employers, informal education providers).

2. The Inquiry In Science And Math Education Research Group

The Inquiry in Science and Math Education Research Group is a research unit at the Department of Education Sciences of the European University-Cyprus established in March 2008. This research unit aims at working with stakeholders of education in Cyprus – public and private education, teacher communities and educational institutions and services – to contribute towards the building of the necessary foundations to encourage innovative approaches in research, teaching and learning in Science and Mathematics Education. Scholars in the area of Education Sciences agree that solutions to issues related to supporting and promoting effective teaching and learning in Science and Mathematics Education lie in the close collaboration of teachers, school communities, public authorities and researchers, offering unique opportunities to share insight, knowledge, and commitment for the enhancement of the quality of kindergarten, primary, secondary and university-level education in Cyprus. The Group's work in research in learning and teaching follows three major focal areas, particularly important for the education in Cyprus: (a) the need for inter-disciplinary approaches; (b) the need to inform theoretical approaches from everyday practice and vice-versa; and (c) the need for approaches that cover and unify the complete spectrum of the educational system.

The Laboratory's objectives include the development of research infrastructure for addressing issues and needs related to teaching and learning in Science and Mathematics; support of the Master and PhD programs in the Department of Education Sciences; organize professional development courses or seminar for in-service educators in Science and Mathematics in

kindergarten, primary and secondary education; set up a knowledgebase for the dissemination of curriculum materials, research findings related to teaching and learning and knowledge related to current trends in teaching and learning in Science and Mathematics. Members of the Laboratory include faculty members, special teaching personnel and graduate students from the Department of Education Sciences of European University Cyprus, as well as collaborators outside the University.

The research unit has participated in a number of nationally and European funded research projects, focusing on student thinking in science, teacher professional development, modeling-based learning in science, development of curriculum materials, promoting opportunities for gender balance in science education, and promoting inquiry-based teaching and learning in STEM education. The research unit is directed by Dr Loucas Louca, Associate Professor of Science Education.

3. Center of Early Childhood Education

The Early Childhood Education Center (ECE Center-R116) functions in multiple and dynamic ways which have an undisputable, immediate and positive effect on the further development of early childhood educators and particularly the students enrolled in the BA and the Ma in Early Childhood Education program of the European University Cyprus, especially in ways that support the students as teacher-researchers.

The ECE Center is separated in two sections. The first section is furnished and equipped as a regular classroom for teaching purposes where many university courses take place (capacity: 28-30 students/adults). The furniture allows the room to be flexible and accommodate lectures, whole classroom discussions, group-work and workshops for adults. The second section of the lab is arranged and equipped as a customized early childhood education setting that can accommodate young children and facilitate their participation in productive, creative and playful learning activities, based on contemporary literature and research. This part of the Lab is divided into well-defined learning areas (e.g. pretend play/house area, book area, building block area, arts area, construction play area, music area) and is constantly upgraded with the addition of new furniture, toys and pedagogical material. Apart from the well-defined learning areas, this section of the Lab has furniture (tables and chairs for young children, magnetic, white and felt boards) and carpets that can be used for organizing and implementing whole group activities play activities and group work with young children. More specifically, the ECE Center:

Is used for courses directly related with learning in early childhood education in various ways. That being the case, students: (a) have the opportunity to use the center in order to develop skills/dexterities that have to do with organizing an early childhood education setting, and (b) utilize the center for role-play activities.

Is equipped with learning and pedagogical material that is widely used and supports many program courses.

Accommodates groups of (up to 25) children through school visits organized by faculty. The faculty often invites preschools throughout the year to visit the European University Cyprus and participate in creative learning and play activities, in which (up to 25) students enrolled in different courses can observe and participate in a manner that supports their development through reflective procedures.

Accommodates many lectures, workshops and teacher training courses organized by the faculty.

Runs as a curriculum resource, since the students can borrow children's books (the lab holds a very rich collection of children's books which is constantly enriched), handbooks concerning early childhood education practice, as well as learning and pedagogical material.

4. Centre For Research Methods And Critical Social, Political And Cultural Studies

Director: Prof Marios Vryonides. The Laboratory has four areas of contribution: Research Methods, Social Studies, Political Studies and Cultural Studies. These areas mutually reinforce each other, since research supports the other three components and this along with deliverables from research are disseminated through the community engagement. The development, evaluation or adaptation of research methods and instruments supports research activities of the Laboratory.

Research – The Laboratory seeks to advance knowledge in the areas of social research methods quantitative, qualitative and mixed methods by setting up a research agenda for the translation, adaptation, standardization, development and evaluation of instruments for not-for-profit research activities.

Social Studies – The Laboratory seeks to contribute to the advancement and dissemination of knowledge in areas of social inequalities, education, religion, migration, multiculturalism and social diversity.

Political Studies – The Laboratory seeks to contribute to the study of political processes and community engagement in Cyprus and in a wider context

Cultural Studies – The Laboratory seeks to provide a forum that would bring together researchers that study issues of culture in the post-modern, globalized context

5. Assistive Technology Lab

The Assistive Technology Lab of the European University Cyprus, was established between the years 2015-2016 and it is currently a collaboration between the Department of Education Sciences and the Department of Health Sciences (Program of Occupational Therapy) of the European University Cyprus. The Lab aims at the development and implementation of innovative and effective approaches to research, instruction, learning and rehabilitation with the use of assistive technology for people with disabilities of all ages.

The research and teaching activities of the Lab are focused on: (a) an interdisciplinary approach to research of Assistive Technology (e.g. access and accessibility, communication, digital competencies for all, universal design, professionals' collaboration in rehabilitation and education of children with disabilities etc); (b) the information of the theoretical approaches to the implementation of assistive technology in authentic learning and everyday life environments; (c) teaching approaches that unify the various individual scientific disciplines of education, occupational therapy, speech and language therapy and humanities for the promotion of the rights and the quality of life of people with disabilities.

Teaching Infrastructure: The Lab holds sufficient space and appropriate equipment for hosting classes for 25-30 students. Its equipment includes low and high tech technology, such as augmentative and alternative communication devices, equipment for accessing digital technology, mobile devices, accessible educational software, high tech applications such as eye-gaze and eye-control, programmable surfaces and interactive whiteboard. It also holds 25 desktop computers, a whiteboard, and an LCD projector with sound-system, which is among

others being used for commenting on video clips of implementation of assistive technology for access, communication, learning and rehabilitation.

Research Infrastructure: The Lab holds mobile video equipment, equipment of managing, storing, and processing video clips, and software for editing (Adobe Premiere) and analysing (Transana) data, as well as other qualitative (Nvivo, ATLASTi) and quantitative data analysis (SPSS) data. In addition, the assistive technology equipment is used in research programs for the development and implementation of innovative approaches (eg eye-gaze protocols for access and communication).

Other Activities: In addition to the above teaching and research activities, the Lab is also involved in activities open to the public such as training programs, awareness events, assessment and consultancy for the use of assistive technology. All of the activities of the Assistive Technology Lab are often combined with activities and additional equipment of the Occupational Therapy Lab, which is mostly specialised in mobility, sitting and position, robotics in rehabilitation and sensory integration. See here an example of other activities of our Assistive Technology Lab: <https://sites.google.com/site/aacawarenessincyprus/home>

Membership: The Lab is directed by Dr Katerina Mavrou, Associate Professor of Inclusive Education and Assistive Technology, at the Department of Education Science, of the European University Cyprus, in collaboration with Dr Pavlina Psychouli, Lecturer in Occupational Therapy, at the Department of Health Sciences of the European University Cyprus. Other members of the Lab are Faculty members and Special Teaching Personnel of the two departments, and the Speech and Language Therapy Programs, graduate students and external collaborators.

Section IV: Report on the workshop(s), with emphasis on demonstrating any links between topics

Since, it was difficult to find a common time to organize a workshop with the Department's faculty, individual interviews were scheduled. Thus, the information presented below derived from interviews with seven fulltime members of the faculty from the Department of Education Sciences of the European University Cyprus. Six of the faculty members are academics whereas the 7th faculty member that participated in the process was the School Experience Program Coordinator (Early Childhood Education Undergraduate Program of study) which holds the position of 'Instructor'. The involvement of the School Experience Program Coordinator in the mapping process was considered important sine the School Experience Program may offer a solid ground for bridging research with educational practice.

The interviews were conducted with each faculty member individually and a specific protocol (Annex 1, p. 41) was followed. The protocol was designed based on the guidelines provided in the 'RECITE Research Mapping Template' (Part 3: Research Mapping Workshop, p.7). In some cases information from previous interviews was used in subsequent interviews, in order to enrich the data. The faculty members who participated in the interviews reported the following as their current research interests:

- Educational/Assistive Technology and Inclusive Education,
- Sociolinguistics - Language education and literacy,
- Educational Change
- Teacher Professionalism
- Intercultural Education
- Peace Education
- Cultural and Social Foundations of Education,
- Sociology of Education,
- Early Childhood Education
- Early Childhood Mathematics Education,
- Science Education,

The following is a description of the most important findings from the interviews with the faculty members, divided into three themes.

Impact of academics' research results on the education system

Faculty members reported that the levels of impact of the work of an academic/researcher on the educational system is multidimensional. The implications may be in research, in policy, in practice or theoretical.

It was reported that one of the major impacts of their research work may be on the education system directly. They reported examples where they can recognize well-established practices in schools which are the result of their research and the opportunities they had to communicate their research to teachers. These opportunities derived (a) from lectures they were invited to do by schools or organized bodies of teachers, (b) short-term teacher training workshops, (c) their participation in local conferences or international conferences hosted by Cyprus (d) long-term professional development programs organized by themselves as part of research programs, or

by public bodies (e.g. Ministry of Education and Culture, Cyprus Pedagogical Institute). It is noteworthy that the researcher's reported that when their communication with teachers was regulated by national bodies the teachers were more receptive to their suggestions and scientific expertise than when their research was presented through other channels since the national bodies are responsible for the evaluation of their work. Also, the involvement in programs for teacher's organized by national bodies 'ensures' in the eyes of the teacher that the practices involved are aligned with the national Curriculum that teachers have to follow.

On the other hand though, one faculty member reported a different experience which derived from a 3 year research project she was coordinating which aimed to develop a joint curriculum for early childhood mathematics and science through the creation of Communities of Practice in which teachers participated as members of the research team. At the end of the project in interviews conducted with the teachers the teachers reported that they have merged the practices and approaches which were developed through the research project in their everyday practice but when visited to be evaluated by the inspector from the Ministry of Education and Culture they deliver different practices in order to satisfy the visiting inspector.

It was also reported in the interviews that research has more immediate, sustainable and positive impact on the education system and on teacher's practices when teachers are part of the research process especially when they undertake the role of teacher-researchers and participate in processes of co-construction of curriculum, practices and approaches.

One faculty member reported that one main impact of her research was related to the terminology (related to Intercultural Education) that was promoted by national educational policy documents. She reported that the relevant policy made use of specific terminology for which she had argued in one of her scientific publications. The policy document referred to the specific publication. Similarly another faculty member reported that national bodies made use and promoted educational tools (e.g. relating to Assistive Technology and Inclusive Education) that were designed through research projects she coordinated. These tools are now accessible to teachers through the webpage of the Ministry of Education and Culture.

In addition, all participants reported that they make a serious effort to use their research in their teaching and make use of their publication to empower the theoretical and research foundations of their courses. In the case of Postgraduate and Doctorate students this has extra and more direct value since most of these students are in-service teachers and can incorporate these research in their everyday practice parallel to being exposed to it.

Difficulties faced by the researchers in order to channelling their research

Faculty members referred that due to the fact that the education is a complex ecosystem they face a numerous of difficulties in order to 'communicate' their research with teachers and the education system. One other difficulty, is that many times the way research is disseminated (e.g. publication) is not intended for teachers but other researchers/academics. Even though many teachers have postgraduate degrees and are involved in research and could 'read' scientific research publications, reading scientific publications as a task this does not fit with their everyday practice.

They also reported that Cyprus is a small country and sometimes there is no objectivity. Therefore, some researchers / academics and their research are promoted more than others. They also argued that many of the stakeholders and policymakers need specific treatment/diplomacy strategies (e.g. way to talk to), in order to accept/promote their work. Some participants reported that they had the opportunity to collaborate with researchers who know how to communicate with people in "key" positions. As reported by a number of participants "knowing how you talk

depending to who you are talking to” is an important skill that many academics don’t have including themselves. Having this skill builds the kind of relationship that can secure that ‘your voice will be heard’.

Additionally, the way each researcher is treated by the policymakers and stakeholders depends on the subject and domain of their research (e.g. how high their research topic is on the priorities of the policymakers, or if they are dealing with political issues (for example dealing with peace education and approaching the issue of “de-securitizing Turkish: teaching the language of a former enemy, and Intercultural Language Education” is a sensitive issue due to the political state in Cyprus’)). One participant also reported that she finds it difficult for teachers and policy-makers to be receptive to her research because her research subject is a subject that people have very strong opinions (that are not research or theoretically based but are rather culturally rooted) which are very difficult to change.

Another difficulty is that in most cases when researchers invite policy-makers to participate in research groups, or discussions (e.g. in workshops), it seems they cannot join the debate (“they don’t fit in”). Even if these policymakers are researchers themselves (hold a PhD, work in research positions), they ‘lose’ their role as researchers when undertaking the role of stakeholders. Faculty members also reported that many times this is the case with school inspectors.

One important outcome of the interview with the School Experience Program Coordinator was that in many cases she felt that the schools were very positive towards the ‘new approaches’ implemented in their classroom by student teachers and were aligned with the faculty’s research. She also added, though, that even though teachers acknowledge the benefits from “new practices” (resulting of research efforts) when having student-teachers’ in their classes, they also acknowledge that they don’t have the appropriate knowledge, skills and support to apply them themselves. On the other hand, the School Experience Program Coordinator, reported that there is a group of teachers which feel insecure when facing ‘new practices’ because of the difficulty in implementing them and this insecurity drives them towards rejecting them.

Suggestions

Faculty members suggested the following to bridge the gap between research and educational practice

- Find ways to make publication’s more teacher-friendly (apply “easy to read guidelines”) so the teachers can read and understand them easily.
- Use their research and research publications in the courses they teach at undergraduate or postgraduate/doctorate level and empower even more the synergies between their research activity and their teaching.
- More involvement in teachers’ professional development programmes in order to support in-service teachers and involve them in co-creation procedures.
- The design of a strategic plan in order to use school experience (teacher training) programs in postgraduate courses of study to fill in the gap.

Many of the points raised in this part of this report are further analyzed in the SWOT analysis which follows and outlines the strengths and weaknesses of the Department of Education Sciences and the corresponding University in relation to the project’s theme and the opportunities and threads resulting from factors outside the Department of Education Sciences and the European University Cyprus as these were identified through the mapping procedure.

SWOT Analysis

Strengths

- The University's Research Policy (see section II) provides incentives for university faculty members to get a reduction in their teaching load (TLR) for conducting high-level scientific research.
- All academics in the Department are involved in funded research programs. The Department of Education Sciences has a strong research profile. Indicative of this is the fact that in a recent announcement of the University, related to the approved Teaching Load Reduction (TLR) for Spring Term 2020, based on the aforementioned Research Policy (see previous strength), the Department of Education was granted with 12 TLR in total allocated to 7 members of the Faculty. The approved TLR was granted exclusively based on the faculty's involvement in funded research projects. 5 members of the faculty were allocated the maximum number of TLR (2) that can be granted to faculty. This corresponds to 25% of the TLR granted for all of the University. Only one other Department within the University had an equal number of TLR (12 in total) and if one compares the sizes of the two departments, both in number of faculty and in student numbers, it is obvious how strong the Department's research profile is.
- The fact that all academics in the Department are active in research is also apparent from their list of publications (see section III)
- The academics in the Department are involved in professional development programs and workshops for teachers (see section III).
- Academics' research programs involve in-service teachers in a variety of ways (school based research, action research, PLCs, communities of practice).
- In many cases the results of the faculty's research programs have had an impact on the education system (either through publications or through collaborations with teachers).
- The Department's faculty are members of various academic networks (both within the

Weaknesses

- The Department is small (consists of 11 full-time academics).
- The University does not have a clear policy that focuses on how to bridge research with the society, especially with teachers.
- Even though the University has a Policy which provides incentives for university faculty members to get a reduction in their teaching load and the majority of the Department's faculty get the maximum TLR each academic semester (see strengths), academics still have high workload (both teaching and administrative work). A full-time faculty at the European University Cyprus has to teach 12 hours a week per term (4 3-hour courses) and is entitled up to 6 hours of TLR. So even with maximum reduction a full-time member of the faculty has to teach 6 hours a week (2 3-hour courses).
- In addition, since the number of full-time faculty is small almost all faculty members have administrative positions (Among the 11 full time members of the faculty 10 hold at least one of the following positions:
 - Vice-Rector of Academic Affairs,
 - Dean of School of Humanities, Social and Education Sciences,
 - Chair of Department of Education Sciences
 - Vice-Chair of Department of Education Sciences,
 - Coordinator for each programs of study (1 undergraduate program, 4 Master programs, Doctorate program),
 - Coordinator of the school experience program,
 - Director of the Distance Learning Unit
- The PhD program (of the Department) is new (current number of students 35)- work is needed to create a research culture among PhD students (e.g. involvement of PhD student's in research projects, teaching) that will affect in a positive manner the research culture of the University

Department and with academics from other Departments, School's within the University and other Universities in Cyprus and abroad)

- Operation of research labs (directors of the labs are academics of the Department) in various fields (outreach activities).
- Extensive collaboration on faculty level (through existing research programs) and Department level (through student-teachers' school practicum) with local schools and teachers
- The coordinator of the School Experience Program (Early Childhood Education Undergraduate Program of study) is actively engaged in research (as a PhD Candidate she is investigating ways in which student-teachers can develop research and reflective skills which will allow them to develop their professionalism as teacher-researchers in a sustainable ways) and research projects which aim to investigate the involvement of student teachers in Professional Learning Communities as part of the School Experience Program.

Opportunities

- The majority of Master and Doctoral students in the Department are in-service teachers. Thus, since the faculty makes a serious effort to establish a synergy between their research and their teaching (see section III) these students could act as a bridge that could fill in the gap between research and the educational system (bring research into schools).
- Through the school experience program included in the Department's postgraduate program of study on Early Childhood Education, researchers can reach out to teachers and schools and thus the education system. This, provides opportunities for the creation of Professional Learning Communities that could address the issue of co-creation of educational change by collaborating groups of academics, teachers and teacher-students.
- The ministry of education has announced in September a new policy for evaluation (of teachers and students). This is an opportunity to create synergies between schools (that require help for students' evaluation) and researchers.

Threats

- Cyprus is a small country (sometimes there is no objectivity - some researchers/ academics and their research are promoted more than others based on subjective criteria.
- Stakeholders and policymakers need specific diplomacy strategies in order to accept/promote researchers' work.
- There are issues of sustainability - although efforts are being made for collaboration between academics and teachers as part of research that could have an immediate effect in schools, when academics stop being involved (leave the school) the effort stops.
- European University Cyprus is a private university - many times there is a different treatment of academics/researchers coming from private universities, as opposed to academics/researchers coming from public universities (for example researchers from the public universities –rather from the private universities - are selected by national bodies for committees, working bodies that have to do with educational reform, curriculum development, teacher's learning and development).

- Teachers working in school have a background in research as part of their teacher preparation studies (BA). This may make it easier for creating collaborations between teachers and researchers in education research.
- The Ministry of education has a department of Centre of Educational Research and Evaluation, established in 2008. This centre has developed a research policy mostly for researchers to get access to schools. Synergies between EUC (researchers, research policy, Department of Education and the Recite project) may provide opportunities for collaboration.
- Competition from public universities
- Limited national and EUC funding in regards to educational research
- Teachers engage in research when they have something to gain (work in a masters or PhD program, work as part of a program of the Ministry of education) and it is rare to work on research for its own sake
- Teachers and school principals move every 5-6 years from their schools as part of the centralized educational system in Cyprus. This might create threats to start or continue a research collaboration.

Section V: Report on the multiplier event Loucas Chrystalla

The Multiplier Event (ME) was organized on the 22nd of November 2019 (started at 4:30 pm) at the premises of the European University Cyprus (at the Microsoft Innovation Center). The event was entitled 'Building bridges from research into educational practice and from educational practice to research: Cyprus, Sweden, Denmark, Norway, Germany' and had a total duration of 230 minutes. 18 people attended the event (heads / vice-heads, researchers, teachers, director of the Centre of Educational Research and Evaluation, and a representative of the Director of the Cyprus Pedagogical Institution). The participants were invited by phone and by personal invitation sent to their email. The event had the following structure:

1. The event began with a short welcome from Professor Marios Vryonides, dean of the School of Humanities, Social and Education Sciences and faculty member of the Department of Education Sciences
2. At the beginning of the event participants were presented through a PowerPoint presentation (Annex 2, p 43.) with the aims of the RECITE project and the current research at our institution (academics' research interests and the report of local mapping report results)
3. Participants were then divided into two focus groups
 - a. **1st group** included teachers who participated in research programs
 - b. **2nd group** included stakeholders (one school principal, one vice principle, the director of the Centre of Educational Research and Evaluation, and a representative of the Director of the Cyprus Pedagogical Institution)
4. Both groups discussed about the below issues:
 - Educational/research needs of the participants
 - Difficulties/challenges that they face and their needs for research/educational support
 - Relationship between professional learning /development, research and innovation for schools
 - Participants shared stories where they felt that research helped their work and the daily challenges they face
 - Ideas were exchanged about the current but also possible future kinds of cooperation between schools or school units with researchers
 - Discussion/suggestions for the above issues
 - Co-creation of an action plan for locally relevant research
5. Closing - the coordinators of each group summarized the main points that emerged from the discussions that took place and synergies were identified though the discussion.

The event proceedings were videotaped (all participants signed a consent form), except 2nd focus group discussions that was audiotaped.

During the **1st Focus Group** meeting with the stakeholders (one school principal, one vice principle, the director of the Centre of Educational Research and Evaluation, and a representative of the Director of the Cyprus Pedagogical Institution) several themes emerged related to Research Circulation in Teacher Education.

School Heads/Vice Heads suggested that

- ... new issues, problems and status quo in schools create a number of important needs that need to be investigated in order to identify solutions for them. These are related to

school's daily work, they take a lot of teaching and administrative time and schools will appreciate help from researchers in this enterprise.

- ... there is a lack of focus/emphasis on the teaching units in schools (that is the teachers, their daily work and improvement of that work on a regular basis). A research perspective on the teacher and the teacher process (not as a whole in all schools, but per person) is important to be cultivated in this school-based teacher-as-a-researcher culture. Rather than looking at research provided by researchers, in which case generalizability cases details to fade and disappear, the heads in the focus group suggested that the focus should be on individual teachers and their daily teaching practice.
- that this school-based teacher-research culture will/ought to be different from the academics research culture. Thus there is a great need for support by researchers to help teachers and schools developing this new school-based teacher-research culture from the ground up within the school from and by teachers themselves in collaboration with the researchers from Universities and research institutions.
- ... we need to grasp (research) opportunities that provide affordances for collaboration between researchers/academics and teachers. For example, the case of the new policy of the evaluation of students in Cyprus, that has been announced in September 2019 is an opportunity for this. It is not clear how this policy will be implemented and in what ways. A teacher-researcher collaboration in a school-based setting will help in this and create collaborations for research, and promote the development of this school-based teacher-as-a researcher culture.
- for this culture to be established, it is important to happen within the context of teacher professional learning communities that will use the teaching work and the collaboration between various teachers and researchers in order to use research to solve everyday problems.
- ... researchers need to be part of the research culture within schools. Not simply visit schools to carry out research but participate in long-term collaboration throughout the school year.
- ... there is a need to find time in school schedules for research and reflection by teachers. This is an important aspect, part of the teacher professionalism, and thus needs to be part of the culture and part of the teacher professional learning communities.
- ... schools need to take initiatives in order to better investigate everyday problems they face. Then acquire help where needed from collaborating with researchers.
- ... research collaboration of teachers with researchers need to extend beyond teaching practices, to include sociological, sociocultural, classroom organization, student behavior and other issues that are related to everyday school business.
- teachers getting involved in research and research-based changes in their schools need to take personal responsibility for their decisions. The suggested that it is very important that research needs to be something personal for myself as a teacher focusing on changing my teaching actions. Thus, the research will be about me, and for me. This suggested the need for researchers to work with schools to establish a teacher-as-a-researcher culture.

On the other hand **Stakeholders** added that ...

- ... there is also a lack of focus on teaching effectiveness – even for defying that effectiveness from a teacher's perspective. Teachers, schools and the school system need to establish acceptable definitions of teaching effectiveness and develop a culture of research that seeks to investigate and promote teaching effectiveness in schools.

- ... there is a need for support by researchers on organizing and supporting school-based sustained professional learning in schools. Promoting and circulating research among teachers needs to start from developing a school-based culture in which teachers are expected to be doing research as well accessing and using research for their daily work and practices. In order for this culture to be sustained, it needs to be developed within schools (not just researchers sharing their research), based on their teaching, school and student needs, and teachers should be active researchers. Researchers that have long experiences in running research need to support this process by becoming collaborators to this journey.
- in order to make Research circulation a sustained reality in schools, research needs to happen by the teachers for themselves and not for the sake of research.
- ... the need for developing a research culture at schools, needs to be accompanied by supporting structures for getting involved in research efforts by the teachers. This creates a need for a research policy for teachers by teachers. Right now, research at schools is done ad hoc, on a voluntary basis, not starting from teachers and their needs.
- there is a great need for more research co-conducted by researchers and teachers together. This will help better promote research circulation in schools in a meaningful manner, as well as promote research happening within schools by learning how to conduct research. Teachers should not simply be the gateway to school or student data. They need to be part of the research process, and possibly researchers themselves.
- ... for all these to take place, there is a need to create ways for teachers and researchers to communicate in a more frequent way in order to exchange ideas, reflect on practice, try to find solutions to common problems. Communication between stakeholders, Ministry of Education officials, teachers and researchers seems an important venue that can support research circulation within the education system.
- ... **there is** a need to share results of research that took place in schools to the community of teachers. This is related to the need to cultivate the notion of accountability by researchers as well as possible dispute and critical reflections of results.
- through creating a culture of research in schools, there is a need for supporting and promoting teachers presenting to conferences their own research in their own classroom, teaching practice or MA/PhD Thesis. Universities should promote skills in MA and PhD education programs about these.

At the beginning of the 2nd **Focus Group**, the teachers were asked to write down on 3 big pieces of cardboard what are (a) the challenges, difficulties, problems they face in their everyday practice, (b) their suggested themes, issues, subjects for more research and (c) in what themes, issues, subjects they think they apply good practices. Following are all the things that were reported by the teachers on the cardboards.

a. Challenges, difficulties - problems

- Continuous and sustainable collaboration of researchers and teachers within learning communities (culture development)
- Teachers and Cyprus Ministry of Education, Culture, Sport and Youth
- There is no proper infrastructure, educational level of teachers
- Lack of professional training time in the new curricula

- Creation of a material bank for pre-primary education
- Funds
- Linking the old approach with the new one
- Lack of time
- Large number of children
- Difficulty in deepening to all the subjects through the school year
- Differences of opinion between teachers and school heads
- Communication problems
- Student evaluation
- Lack of supportive specialties (Special Inclusive Education/Psychology)

b. Issues/Suggestions for research

- Development of learning communities - adapted to the needs of different team members
- Inclusion of all children in the general classroom (children with disabilities)
- Cooperation of family and school
- School and family interface
- Intercultural Education
- Teachers' beliefs
- Motor skills and their development in Physical Education
- Student evaluation

c. Good practices

- Special Inclusive Education
- Technologies in classroom
- Intercultural and Multicultural Education
- Learning Greek as a second language
- Children with immigrant biography
- Children with behavioral problems
- Children with special education problems and their integration into the school
- Mixed classes and number of children per classroom
- Parent involvement in the learning process
- School opening to the community / collaboration with the community
- Environmental education and education for sustainable development

- Student evaluation
- Religious education and religions (pluralism)
- History and civilization
- Games and learning in the environment

Following in the focus group the teachers shared stories and experiences in relation to their learning ('something they learned and changed their practice and how they learned it').

One teacher described that through her participation in a 3year research project concerning mathematics and science she learned important things that changed her practice and her way of thinking. She considered it very important that the things she learned were not subject-based and were extended to the way she now approaches all subjects and all parts of the curriculum. Another teacher added that through her interaction with a researcher she learned how the children can act like a small scientific community and this changed her entire view on learning and how knowledge is constructed. She also shared the importance of having experiences from other countries. She referred to an educational visit she made to schools in Sweden and that she feels that during this trip she learned more than she has learned in her entire career because she had the opportunity to see different approaches and how they are applied. The learning had to do with outdoor learning and how this is the kind of learning that cannot take place in the classroom.

A third teacher shared her experience that had to do with her videotaping a science activity for which she then got feedback from a specialist in the field of science education as part of her involvement in a research project. She explained that even though the feedback was 'negative' in the sense that the researcher argued that this was not a science activity, this played great importance in how she does science now since she changed her practice entirely. Overall all teachers agreed that when videotaping themselves and then having the opportunity to observe themselves they notice things that they have never realized.

Many teachers reported that a lesson that changed their practice derived from processes which helped them experience and realize constructionist learning (allowing children to construct knowledge, learn from their mistakes, enjoy discovering etc.)

In relation to the opportunities they had to 'work' with researchers the teachers reported that it is important that the collaboration makes them feel safe in the sense that there is someone (the expert) there to support them at any time and safe in the sense that they do not feel afraid to share their practices, their opinions even if these are 'wrong'. They reported about collaborations where they did learn important things but felt that the researcher was not always available when needed.

In relation to the issue of collaboration they emphasized the importance of being positive towards any type of criticism. They reported that they belong in different groups of teachers where they feel they are learning from each other because there is continuous exchange of ideas, materials, everyone shares and everyone is open to and is seeking criticism from others.

The teachers also reported that through their involvement in programs it's important that they have the opportunity to reflect and then improve their practice. One teacher explained how a question that was posed to her from a researcher about her practice made her actually observe, reflect and thus change her practice in a positive and very fundamental way. The teachers reported many examples that show that a question, an appropriate remark made by a researcher changed their way of thinking because it made them reflect on their practice. It was also explained how

sometimes it helps to observe the researcher in action and have the opportunity to reflect on this experience.

In relation to who is responsible for their learning the teachers said that researchers are very important but their learning can also be reinforced by their head teachers, the inspectors and people that provide professional development courses. Special emphasis though was payed to learning from each other and to the personal commitment to all teachers in their own learning. So each teacher is also responsible for his/her own learning.

Overview of main points.

Overall, it's not a matter of changing research policy of the institution to be more teacher friendly. Rather it is a matter for creating tools and resources to support teachers and school co-create communities of research practice, research with-in school's culture, and research skills among teachers.

A need to develop a school-based research culture

- From teachers
- In collaboration with researchers
- For the needs of the teachers and the school
- Within a context of teacher professional learning communities
- Specific type of culture
- Focusing on issues that relate to everyday school business
- Teachers see research as part of their professional growth
- Initiative to be taken by the schools
- Focus on investigating issues that are related to everyday problems teachers and school face
- Include the idea of accountability for research
- Communication between stakeholders, Ministry of Education officials, teachers and researchers

Role of researchers

- Collaborate with teachers
- Help them with their research needs
- Within a context of teacher professional learning communities
- Researchers not simply collect data or produce research for teachers but provide research support for teachers professional growth
- Part of the research culture of the school
- Incorporate in graduate education programs training for doing research and communicate/presenting research in the research community (e.g. conferences)
- Long-term collaboration
- Both consulting and co-research roles

Section VI: How these topics and the results of the multiplier event link to co-creation, internationalisation and students with special needs – this is partly for project reporting purposes

As can one detect in the various parts of this report the mapping procedure addressed all of this 3 issues: co-creation, internationalization and students with special needs.

The issues can be detected in the research interests of the fulltime faculty members of the Department of Education of the European University Cyprus (Section II) and the funded research programs they are involved in (Section I) and the suggestions of teachers for needs in relation to research and good practices they think they apply and could be shared with the educational and research community (Section V).

Additionally all three issues were addresses by the fulltime faculty members during the interviews in the first part of the mapping procedure (Section IV) and the discussions that took place in the multiplier event (Section V).

Overall, this indicates that these three issues are issues that can create common ground for teachers and researchers to work together and motivate research circulation in teacher education and learning.

Section VII: General conclusions: was the process useful, is further work needed before preparing the local action plan?

Following are the most important results which derived from the mapping process.

<p>Most important result 1:</p>	<p>Teachers involvement in research programs and training about current reform efforts (reform is an opportunity for research by teachers)</p> <ul style="list-style-type: none"> • Teachers feel they gain more when they themselves engage in research programs (are part of research programs) • Their involvement in research programs and training, results in the incorporation of practices/ideas into their educational practice • Teachers refer that when they participate in research programs that include and other countries they earn much more
<p>Most important result 2:</p>	<p>Researchers should become part of a school research culture instead of “forcing” teachers to enter the research culture of the researchers.</p> <ul style="list-style-type: none"> • Collaborate with teachers • Provide insights and support related to their (school-based) research needs • Within a context of teacher professional learning communities • Researchers not simply collect data or produce research for teachers but provide research support for teacher professional growth • Part of the research culture of the school • Incorporate in graduate education programs training for doing research and communicate/presenting research in the research community (e.g. conferences) • Long-term collaboration • Both consulting and co-research roles
<p>Most important result 3:</p>	<p>Collaboration is important for their professional development</p> <ul style="list-style-type: none"> • When they are part of a group/community they feel that they are professionally developed • This collaboration needs to be supported by an academic/researcher • The issues to be explored need to be related to their needs and interests and the issues teachers are facing in their daily practise – they need to be relevant to the teachers. • They suggest that this community of research practise is important to offer to them security to exchange ideas, say their point of view freely, be able to freely engage in constructive criticism and receive criticism for their practices

The mapping process is considered successful and provided rich information that can support the following stage (designing an action plan.

Annex A: Protocol for Interviews conducted for RECITE Research Mapping as part of IQ1

This information will only be used for the purposes of the RECITE project and is not in any way a qualitative or quantitative judgement on your research career.

Name, position

Current Research Topic(s)

Specific research skills

What are your thoughts concerning your future professional development as a researcher?

What do you consider as the most important result[s] of your research career so far? This could be one or more publications, your contribution to a project or an anecdotal statement from someone who has benefitted from your work.

Describe/indicate a research project/publication which you consider could be beneficial for the educational system?

Did it have an impact in any way on the education system?

If yes, (a) describe the impact and (b) explain what were the mechanisms employed that allowed the research/publication to get through to the education system.

If no, explain what are the reasons based on which research and publications don't get through to the education system and in what ways could this problem be resolved.

Describe/indicate a research project/publication which you consider could be beneficial for the educational system?

Did it have an impact in any way on the education system?

If yes, (a) describe the impact and (b) explain what were the mechanisms employed that allowed the research/publication to get through to the education system.

If no, explain what are the reasons based on which research and publications don't get through to the education system and in what ways could this problem be resolved.

Annex2: Multiplier Event Introductory Presentation