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EDUCATION

- University of N. Iowa, U.S.A., DEd in Curriculum & Instruction, 1994. (Major & Dissertation: Science Education)
- University of Leeds, England, MEd in Education, 1987. (Thesis: Science Education)
- University of Leeds, England, MA in Physical Education/Biomechanics, 1986.
- Aristotle University of Thessaloniki, Greece, BSc in Physics, 1981.

TEACHING EXPERIENCE

- Professor, School of Education University of the Aegean, 2019-present. Undergraduate and Graduate courses on: *Curriculum Design, Teaching Approaches, Early Childhood Science Education, Sustainability Education.*
- Independent researcher/IERG (Imaginative Education Research Group), 2017-2019.
- Professor, School of Education University of the Aegean, 2008-2016. Undergraduate and Graduate courses on: *Curriculum Theory, Early Childhood Science Education, Instructional Design*
- Associate Professor, School of Education University of the Aegean, 2001-2008 Undergraduate, Graduate and Professional Development courses on: *Curriculum Theory, Early Childhood Science Education, Instructional Design*
- Assistant Professor, School of Education and School of Mathematics, University of the Aegean, 1998-2001. Undergraduate, and Professional Development courses on: *Curriculum Theory, Science Education, Instructional Design*
- Adjunct Instructor (part time), Universities of Thessaly and Athens, 2006-2011 Graduate courses on *Curriculum Theory & Development*
- Adjunct Instructor (full time), School of Education, University of the Aegean, 1995-1998 Undergraduate and In-Service courses on: *Curriculum Theory, Science Education*
- High School Science Teacher on the Island of Rhodes (Greece), 1988-1990 and 1995-1997

RESEARCH EXPERIENCE

- Member of the *Mechanics in Action* Research Group, Director Prof. Mike Savage, University of Leeds, UK) 1985-1987 and 1998- 2005
- Assistant of the PALS (Principals for *The Advancement of Science*) Project, Director Prof. Gregory Stefanich, University of N. Iowa, 1992-1993, 1995-1998.
- Member of INTEREG II (*Storytelling in Science & Mathematics Education*) Project, Director Prof. Francois Kalavassis, University of the Aegean, 2000-2002.
- Collaborator with *The Science for Persons With Disabilities* Project, Director Prof. Gregory Stefanich, University of N. Iowa, 1999-2003.
- Collaborator with the *Inclusive Science Education Project* (Midwestern Alliance in Science, Technology, Engineering and Mathematics)- Regional Director Prof. Gregory Stefanich, University of N. Iowa, USA, 2005-2010).
- Member of the *Imaginative Education Research Group (IERG),* Director Prof. Kieran Egan, University of Simon Fraser, Canada, 2002-2019
- Associate Director of *IERG*, University of Simon Fraser, Canada, 2008-2019.
- Member of the *Imaginative Ecological Education*, University of Simon Fraser, Canada, Director Dr. Gillian Judson, 2010-present.

- Advisory member for the Centre for Imagination in Research, Culture and Education (CIRCE). Directors Gillian Judson, Mark Fettes. 2019-present.

RESEARCH INTERESTS

- Scientific Literacy
- The Role of Imagination in Education
- Humanistic Science Education
- Curriculum Reform
- Ecological Education

INTERNATIONAL COLLABORATION (PAST & PRESENT)

- University of Leeds, England
- University of Northern Iowa, USA
- University of Simon Fraser, Vancouver, Canada
- University of Winnipeg, Canada
- University of Modena & Reggio Emilia, Italy

OTHER PROFESSIONAL EXPERIENCE

- Graduate work (dissertation) supervision
- Reviewer for academic/scientific journals (*Journal of Research in Science Teaching, Environmental Education Research, Journal of Educational Change, International Journal of Environmental and Science Education, Science Education Review, Science & Education, Science Education, Education Sciences, Sustainability*)
- Editorial Board member for: *International Journal of Environmental and Science Education, Science Education Review,*
- Curriculum development: Consulting & Supervision.

PUBLICATIONS

BOOKS (in Greek)

1) Hadzigeorgiou, Y. (1998). *Physics "Through the Eyes" of Young Children.* Athens: Gregoris. (Foreword by Greg Stefanich, University of N. Iowa, USA)

2) Hadzigeorgiou, Y. (1999/2004). *Getting to Know the Curriculum. Topics on Curriculum and Instruction.* Athens: Atrapos

3) Hadzigeorgiou, Y. (2000). *John Dewey: His Philosophical and Pedagogical Ideas*. Athens: Atrapos. (Foreword by Gordon Ziniewicz, Loyola College, Maryland, USA)

4) Hadzigeorgiou, Y. (2001). *Sound, Light, Air and Water: An Early Start in the Physical Sciences.* Athens: Gregoris

5) Hadzigeorgiou, Y. (2005). *Building the Foundations of Scientific Paideia: Redefining Curriculum and Teaching in Science Education.* Athens: Grigoris. (Foreword by Robert Yager, University of Iowa, USA)

6) Matsaggouras, H., & Hadzigeorgiou, Y. (2009). *Introduction to the Sciences of Pedagogy: Alternative Approaches, Instructional Extensions.* Athens: Typothito.

7) Prevezanou, B. & Hadzigeorgiou, Y. (2011). *Once Upon a Time….Stories About the Natural Environment. Storytelling as a Learning Tool in Early Childhood Environmental Education.* Athens: Gregoris. Athens. (Foreword by Kieran Egan, Simon Fraser University, BC, Canada)

BOOKS (in English)

1) Hadzigeorgiou, Y. (2003). *A Proposal of a Theoretical Framework for a Contemporary Curriculum: A Holistic-Ecological Perspective.* Athens: Atrapos. (Foreword by Patrick Slattery, University of Texas, A&M, USA)

2) Hadzigeorgiou, Y. (2006). *On Humanistic Science Education.* (ED506504)

3) Hadzigeorgiou, Y. (2016). *Imaginative Science Education.* Dordrecht: Springer International. (Foreword by Robert Yager, University of Iowa, USA)

BOOK CHAPTERS, PREFACES & REVIEWS (National & International)

1) Hadzigeorgiou, Y. (2001). Curriculum Evaluation Models and Teachers' Role. In G. Bagakis (Ed.), *Evaluation of Educational Programs.* (pp. 70-79) Athens: Metehmio. (in Greek)

2) Hadzigeorgiou, Y. (2001). Building the Foundation for the Construction of Science Concepts. The Role of the Movement of the Objects and of Narratives. In Ravanis (Ed.), *The Physical Sciences in Preschool Education*.(pp.50-58) Patras (in Greek)

3) Stefanich, G. & Hadzigeorgiou, Y. (2001). The Nature of the Learner: Constructivism and Implications for Teachers. In G. Stefanich (Ed.), *Science Teaching in Inclusive Classrooms: Theory and Foundations.* (pp. 22-44) Cedar Falls, IA: Woolverton.

4) Stefanich, G. & Hadzigeorgiou, Y. (2001). Models and Applications. In G. Stefanich (Ed.), *Science Teaching in Inclusive Classrooms: Models and Applications.* (pp. 61-90) Cedar Falls, IA: Woolverton.

5) Hadzigeorgiou, Y. (2002). The Construction of Mental Models through Sensorimotor Experiences: A Study With Young Children. In M. Tsitouridou (Ed.), Thessaloniki, Greece. (in Greek)

6) Hadzigeorgiou, Y. (2002). Narrative and Learning: Theoretical Foundations and Practical Ideas for Instruction. In M. Kaila, F. Kalavassis, & N. Polemikos (Eds.), *Intercultural Approaches to Mathematics Education.* (pp. 101-118) Rhodes, GR: University of the Aegean.

7) Hadzigeorgiou, Y. & Fotinos, N. (2002). Beyond the Pathology of of the Curriculum. In N. Polemicos, M. Kaila & F. Kalavassis (Eds.), *Educational, and Political Psychopathology, Vol. 3: Deviant Behavior in Eduaction.* (pp. 35-43) Athens: Atrapos. (in Greek)

8) Hadzigeorgiou, Y., Fotinos, N., & Babalis, T. (2003). Designing Effective Science Teachers Inservice Education Programmes: The US experience. In P. Fokialis, B. Triarhis-Hermann & M. Kailas (Eds.), *Teachers' Professional Development and Inservice Education.* Munich: Dilingen.

9) Hadzigeorgiou, Y. (2004a). The reconstructionist dimension of the curriculum as a consequence of the holistic-ecological worldview. In G. Flouris & M. Kassotakis (Eds.), *The social dimensions of education: Past, present and future*. Athens: Atrapos.

10) Hadzigeorgiou, Y. (2004b). Curriculum Development from a Holistic Perspective. In G. Bagakis (Ed.), *The Educator and the Curriculum.* Athens: Metehmio. (in Greek)

11) Hadzigeorgiou, Y. (2004c). Curriculum: Problems and Prospects. In G. Bagakis (Ed.), *The Teacher and the Curriculum.* Athens: Metehmio. (in Greek)

12) Hadzigeorgiou, Y. (2004c). Preface: Recapitulation Theory and its Implications for Education. In K. Egan *The Educated Mind: How Cognitive Tools Shape Our Understanding.* Athens: Atrapos. (in Greek)

13) Hadzigeorgiou, Y. (2004d). Science and Art. Their Relationship and its Implication for Instruction. In C. Govaris & C. Vratsalis (Eds.), *Science and Art: Interdisciplinary Approaches.* Athens: Atrapos. (in Greek)

14) Hadzigeorgiou, Y., & Exarhos, Y. (2004). Toward a More Functional Concept of Scientific Literacy. In V. Tselfes, Kariotoglou, & M. Patsadakis,(Eds.), Physical Sciences: Teaching, Learning, and Education (pp. 200-208). Athens: Typothito. (in Greek)

15) Hadzigeorgiou, Y. (2007). Contemporary Reality and the Need for Curriculum Reform. In D. Haralambous (Ed.), *Educational Policy.* Athens: Hellinika Grammata. (in Greek)

16) Hadzigeorgiou, Y. (2008). Rethinking Science Education As Sociopolitical Action. In M. Thomase (Ed.), *Science Education in Focus.* New York: Nova Publishers.

17) Hadzigeorgiou, Y. (2009). The Natural Environment as an Object of Study: Problems and Implications for the Curriculum. In M. Demetriou, M. Kaila, G. Xantakou (Eds.), *Environmental Education: Theory, Practice and Research.* Athens: Atrapos. (in Greek)

18) Hadzigeorgiou, Y. (2010). Preface: The Importance of Storytelling in Early Childhood Science Education. In A. Giannikopoulou & B. Prevezanou, *Interdisciplinary Approaches in Early Childhood.* Athens: Papadopoulos. (in Greek)

19) Hadzigeorgiou, Y. et al. (2010). Curriculum and Research: Their Relationship and its Implications for the Teacher's Role. In H. Athanasiades (Ed.), *Research Dimensions in Education and Pedagogy.* Athens: New Technologies. (in Greek)

20) Hadzigeorgiou, Y. (2011). A Proposal of a Theoretical Framework for the School Curriculum: A Holistic – Ecological Perspective. In K. Chrysafides and S. Vergopoulou (Eds.), *Principles and Perspectives in Early Childhood Education.* Thessaloniki: Kyriakides. (in Greek)

21) Hadzigeorgiou, Y., (2013). On the Value of Wonder in Science Education. In K. Egan, A. Cant., & G. Judson (Eds.), *"Wonder-full Education": The Centrality of Wonder in Teaching and Learning Across the Curriculum.* New York, London: Routledge.

22) Hadzigeorgiou, Y. (2013). Imagination and Learning Science. In R. Gunstone (Ed.) *Encyclopedia of Science Education.* SpringerReference, Springer.

23) Kabouropoulou, M., Fokiali, P., & Hadzigeorgiou, Y. (2013). A Nagyjatekfilm Mint Lehetoseg a Muveszet, a Termeszettudomany es a Kozgzdasagtan Intergralasara. (Using a feature film to integrate art, science and economics.) In E. Gaul, A. Karpati, G. Pataky, & I. Aniko (Eds.), A Muveszet Oktatas Terei (pp. 25-33).(Spaces of Art Education) . Mayar Rajztanarok Orszagos Egyesulete.

24) Hadzigeorgiou, Y. (2014). Incorragiare Una "Comprensione Romantica" della Scienza nei Bambini. (Encouraging a "Romantic Understanding" of Science in Young Children.) In F. Corni & T. Altiero (Eds.), *Innovazione nella Didattica delle Scienze nella Scuola Primaria e dell'Infanzia* (pp. 35-52). Mantova, IT: Universitas Studiorum.

25) Hadzigeorgiou, Y. (2014). Book Review: Richards, R. (2002). *The Romantic Conception of Life: Science and Philosophy in the Age of Goethe.* Chicago: University of Chicago Press. (587 pages, ISBN 978-0-226-71211-6), *Science & Education, 23,* 2149-2151.

26) Hadzigeorgiou, Y. (2015). Young Children's Ideas about Physical Science Concepts. In K. Trundle & M. Sackes (Eds.) *Research in Early Childhood Science Education.* Springer.

27) Hadzigeorgiou, Y. (2020). Wonder: Its Nature and its Role in the Learning Process. In A. Schinkel (Ed.), *Wonder, Education, and Human Flourishing: Theoretical, Empirical, and Practical Perspectives.* Amsterdam, NL: VU University Press. https://wonderfuleducation.eu/usr-uploads/

JOURNALS

International

1) Stefanich, G. & Hadzigeorgiou, Y. (1993). The Role of Science Educator in Meeting the Needs of Students With Disabilities. *Journal of Science for Persons with Disabilities, 1*, 22-29.

2) Hadzigeorgiou, Y. (1997). Relationships, Meaning and the Science Curriculum. *Curriculum & Teaching, 12*, 83-89.

3) Hadzigeorgiou, Y. (1999). On Problem Situations and Science Learning. *School Science Review, 81*, 43-48.

4) Hadzigeorgiou, Y. (2000). On Purposeful Learning and its Implications for the Curriculum. *Curriculum, 21*, 54-60.

5) Hadzigeorgiou, Y. (2001a). The Role of Wonder and «Romance» in Early Childhood Science Education. *International Journal of Early Years Education, 9*, 63-69.

6) Hadzigeorgiou, Y. (2001b). Some Thoughts on the Notion of Purposeful Learning. *Educational Forum, 65*, 316-326.

7) Hadzigeorgiou, Y. & Savage, M. (2001). A Study of the Effect of Sensorimotor Activities On the Understanding and Application of Two Fundamental Physics Ideas. *Journal of Elementary Science Education, 31*, 9-23.

8) Hadzigeorgiou, Y. & Stefanich, G. (2001). Imagination in Science Education. *Contemporary Education, 71*, 23-29.

9) Hadzigeorgiou, Y. (2002a). The Utilization of Sensorimotor Experiences for Introducing Young Children to Molecular Motion: A Report of a Pilot Study. *Physics Education, 37,* 239-244.

10) Hadzigeorgiou, Y. (2002b). A Study of The Development of the Concept of Mechanical Stability in Preschool Children. *Research in Science Education, 32*, 373-391.

11) Hadzigeorgiou, Y. & Konsolas, M. (2002). Global Problems and the Curriculum: Toward A Humanistic and Constructivist Science Education. *Curriculum & Teaching, 16,* 29-39.

12) Ravanis, C., Koliopoulos, D., & Hadzigeorgiou, Y. (2004). What Factors Does Friction Depend On? A Socio-cognitive Strategy With Young Children. *International Journal of Science Education, 25,* 997-1007.

13) Hadzigeorgiou, Y. (2005a). Romantic Understanding and Science Education. *Teaching Education, 16,* 23-32.

14) Hadzigeorgiou, Y. (2005b). Science, Personal Relevance and Social Responsibility: Integrating the Liberal and the Humanistic Traditions of Science Education. *Educational Practice & Theory, 27,* 87-104.

15) Hadzigeorgiou, Y. (2005c). Reclaiming the Value of Liberal Education. *Educational Studies Journal, 2,* 12-25.

16) Hadzigeorgiou, Y. (2006). Humanizing the Teaching of Physics through Storytelling: The Case of Current Electricity. *Physics Education,* 41, 42-46.

17) Hadzigeorgiou, Y. & Fotinos , N. (2007). Imaginative Thinking and the Learning of Science. *Science Education Review,6,* 15-22.

18) Hadzigeorgiou, Y., et al. (2008). A Study of The Effect of Preschool Children's Participation in Sensorimotor Activities on Their Understanding of the Mechanical Equilibrium of a Balance Beam. *Research in Science Education, 39, 1,* 39-55.

19) Hadzigeorgiou, Y., & Stivaktakis, S. (2008). Encouraging Involvement with School Science. *Journal of Curriculum & Pedagogy, 5,* 138-162.

20) Hadzigeorgiou, Y., Kodakos T., Garganourakis, V. (2010). Using a Feature Film to Promote Scientific Enquiry. *Physics Education, 45,* 32-36.

21) Hadzigeorgiou, Y. & Garganourakis, V (2010). Using Nikola Tesla's Life and Experiments As Presented in the film "The Prestige" to Promote Scientific Inquiry. *Interchange, 41, 4,* 363-378.

22) Hadzigeorgiou, Y., et al. (2011). Teaching about the importance of Trees. A Study with Young Children. *Environmental Education Research, 11,* 519-536

23) Hadzigeorgiou, Y. (2012). Fostering a Sense of Wonder in the Science Classroom. *Research in Science Education, 42,* 985-1005.

24) Hadzigeorgiou, Y., Klassen, S., & Froese-Klassen, C. (2012). Encouraging a "Romantic Understanding" of School Science: The Effect of the Nikola Tesla Story. *Science & Education, 21,* 1111-1138.

25) Hadzigeorgiou, Y. et al. (2012). Thinking about Creativity in Science Education. *Creative Education, 3,* 603-611.

26) Hadzigeorgiou, Y., & Skoumios, M. (2013). The Development of Environmental Awareness Through School Science: Problems and Possibilities. *International Journal of Environmental & Science Education, 8,* 405-426.

27) Hadzigeorgiou, Y. & Schulz, R. (2014). Romanticism and Romantic Science: Their Contribution to Science Education. *Science & Education, 23,* 1963-2006.

28) Hadzigeorgiou, Y. (2015). A Critique of Science Education as Socio-political Action From the Perspective of Liberal Education. *Science & Education, 24,* 259-280.

29) Hadzigeorgiou, Y., Kabouropoulou, M, & Fokialis, P. (2015). Raising Environmental Awareness Through an Aesthetic Appreciation of Nature in School Science Education. *Creative Education,*

30) Hadzigeorgiou, Y. (2017). How Relevant is R.S. Peters' Concept of Education to Science Education? *Interchange,48,* 1-18.

31) Hadzigeorgiou, Y. (2017). R.S. Peters' Notion of Cognitive Perspective and Its Implications for Science Education. *Educational Theory & Philosophy.* DOI: 10.1080/00131857.2016.1273088.

32) Hadzigeorgiou Y., & Schulz, R. (2017). What Really Motivates Secondary School Students to Study Science? *Education Sciences, 7,* 84. doi.org/10.3390/educsci7040084

33) Hadzigeorgiou, Y. (2017). R.S. Peters' Notion of Cognitive Perspective and Its Implications for Science Education. *Educational Theory & Philosophy*. 49, 1016-1028. DOI: 10.1080/00131857.2016.1273088.

34) Hadzigeorgiou, Y., & Judson, G. (2017). Toward More Effective Storytelling for Raising Environmental Awareness in Young Students. Journal of Advances in Education Research, 2, 12-18. DOI: 10.22606/jaer.2017.21002

35) Hadzigeorgiou, Y. (2019). Reclaiming liberal education. Education Sciences, 9(4), 264; doi.org/10.3390/educsci9040264

36) Hadzigeorgiou, Y., & Schulz, R. (2019). Engaging Students in Science: The Potential Role of "Narrative Thinking" and "Romantic Understanding". Frontiers in Education 4, doi.org/10.3389/feduc.2019.00038.

National (in Greek)

1) Hadzigeorgiou, Y. (1996). The Social Dimension of Knowledge and its Implications for Learning and Instruction. *Educational Community, 39,* 21-26.

2) Hadzigeorgiou, Y. (1997). Conceptual Representations, the Motion of the Human Body and Preschool Education. *Pedagogical Logos, 3,* 48-59.

3) Hadzigeorgiou, Y. (1999a). Experiences in the Physical Sciences: Rationale and Criteria of Their Selection. *Educational Community, 49,* 40-45.

4) Hadzigeorgiou, Y. (1999b). The Student's Needs and the Teacher's Role. *Open School,* 8-12.

5) Hadzigeorgiou, Y. & Konsolas, E. (1999). The Role of Guidance in Preschool Education. *Ekpaideytika, 51-52,* 160-167.

6) Hadzigeorgiou, Y. & Konsolas, E. (2000). The Development of Autonomy as a Primary Aim in Early Childhood Education. *Contemporary Education, 110,* 90-96.

7) Hadzigeorgiou, Y. (2000). Narratives, Imagination and the Learning of Physics. *Ekpaideutika, 55-56,* 95-107.

8) Hadzigeorgiou, Y. & Lerias, G. (2001). Curriculum Development and Research: The Teacher's Role. *Contemporary Education, 116,* 27-33.

9) Hadzigeorgiou, Y. & Stefanich, G. (2001). "Air Enters the School Classroom": Science Activities in the kindergarten. *Contemporary Kindergarten, 21,* 46-50.

10) Hadzigeorgiou, Y. (2002a). On Educational Research: An Interview with John Smith, Professor of the University of Northern Iowa. *Ekpaideutika, 63-64,* 43-48.

11) Hadzigeorgiou, Y. (2002b). From Concepts to the Great Ideas in Physics. *Science Education: Theory and Practice, 3,* 9-14.

12) Hadzigeorgiou, Y. & Fotinos, N. (2003).The Educator as a Researcher: A Significant Role from the Perspective of Critical Pedagogy. *Educational Sciences, 1,* 25-38.

13) Hadzigeorgiou, Y. (2003a). "Potatoes and Peanuts in Action": Floating and Sinking Activities in the Elementary School. *Science Education: Theory and Practice, 6,* 75-77.

14) Hadzigeorgiou, Y. (2003b). The Role of Early Childhood Science Education in Developing Inquiry Skills and Attitudes in Young Children. *Science Education: Theory and Practice, 7,* 19-21.

15) Hadzigeorgiou, Y. I. (2006). The Role of Early Childhood Education for the Development of Science Literacy. *Ekpaideutika, 79-80,* 27-35.

16) Hadzigeorgiou, Y. (2011). Howard Gardner: His Work and Its Implications for Education. *Pedagogical Currents of the Aegean, 5,* 101-107.

17) Hadzigeorgiou, Y., & Prevezanou, B. (2012). Rethinking the Process of Education: The Implications of Kieran Egan's Recapitulation Theory for Curriculum and Teaching. *Sciences of Education,14,* 51-68.

PRESENTATIONS

1) *The Development of Mental Models Through Sensorimotor Experiences in Primary School Children. An Example from Science.* IXth European Conference on Developmental Psychology. Spetses, 1-5 September, 1999.

2) *Action Knowledge, and Cognitive Perspective. Building the Foundations of Lifelong Learning* Annual Conference of the Greek Pedagogical Society. University of Thessaly, Volos, November 11-13, 1999.

3) *Curriculum and Action Research: The role of the Teacher.* Conference *organized by the Greek Center for educational Research and the University of the Aegean.* Rodos Pallace Hotel, Rhodes, November 5-7, 1999.

4) *Building the Foundations for the Construction of Scientific Knowledge at an Early Age: The Role of the Movement of Objects and of Narratives.*. 1st Conference on Physical Science in early Childhood Education. University of Patras. December 10-12, 1999.

5) *Critical Thinking, Listening and the Curriculum*. 21st ILA Annual Conference. Virginia Beach, Virginia, March 8-10, 2000.

6) *Curriculum Evaluation Models and the Teacher's Role.* International Conference on Curriculum Design. University of Patras, May 19-21, 2000.

7) *Curricula for the New Millennium.* Professional Development Seminar on Education in the New Era: Needs, Problems and Prospects. Neapolis, Lakonia, June 2, 2000.

8) *Children's Literature and Science Education.* National Conference on Epistemology and Teaching. University of Ioannina. May 3-6, 2001.

9) *Physical Science in Early Childhood Science Education.* Regional Professional Development Seminar, Rhodes, Mediterranean Hotel, May 25, 2001.

10) *Narrative and Learning: Theoretical Foundations and Practical Ideas for Instruction.* Conference on Cultural Dimensions of Science and Mathematics Education. Rhodes, University of the Aegean, October 5-6, 2001.

11) *Holistic Curriculum in Troubled Times.* Conference on the European Dimension in Education. University of the Aegean. November 30 – December 1, 2001.

12) *The Development of Mental Models Through Sensori-motor Experiences. An Empirical Study.* 2nd Conference on Physical Science in Early Childhood Education. University of Thessaloniki, December 14-16, 2001.

13) *Approaching Science Education from a Holistic-Ecological Perspective.* 1st National Conference on the Teaching of Science in the Information Society. Athens, University of Athens, April 18-21, 2002.

15) *From Information to Knowledge and from Knowledge to Wisdom.* 3rd National Conference on Science Education. Rethymno, Crete, University of Crete, 9-11 May, 2002.

16) *Thinking About New Technologies: Problems and Prospects.* 3rd National Convention on Information Technologies and Education. University of the Aegean, Rhodes, September, 26-29, 2002

17) *Criteria for Analyzing Science Text-books.*. 2nd National Conference on The Contribution of the History and Philosophy to Science Education. University of Athens, Ahens, May 8-11.

18) *From Information to Knowledge and the Implications for Curriculum and Instruction.* Professional Development Seminar, Maraslios School, Athens, May 8-10, 2003

19) *Curriculum Development from a Holistic Perspective.* National Conference on The Role of the Educator and the Curriculum. University of Patras, Rio, 9-11 May, 2003

20) *Curriculum: Problems and Prospects.* . National Conference on *The Role of the Educator and the Curriculum.* University of Patras, Rio, 9-11 May, 2003

21*) A Study of the Role of Iconic and Representations in the Development of the Concept of Matter*. 9th National Convention of the Greek Psychological Association. University of the Aegean, Rhodes, May 18-21, 2003.

22) *Greek Primary School Teachers' Preferences and Characteristics of Science Textbooks: Teachers' Dilemma of Selecting Effective Instructional Material.* (First Presenter Y. Exarhos). The 7th International Conference on Learning and Education Media: Has Past Passed? Textbooks and Educational Media for the 21st Century. Bratislava, September 24-27, 2003.

23) *The Role of Imagination in the Teaching and Learning of Science.* Regional Convention of Science and Language Arts Teachers. The University of the Aegean, Rhodes, 31 October – 2 November, 2003.

24) *Building the Foundations of Scientific Literacy.* Professional Development Seminar, Mediterranean Hotel, Rhodes, 8 December, 2003.

25) *Classroom Discourse and the Learning of Science: A Report of a Pilot Study.* 25th ILA Annual Convention, Fort Myers, Florida, April 14-18, 2004.

26) *Developmentally Appropriate Science Activities for the Early Grades.* National Conference on Inderdisciplinarity and the Curriculum. University of Crete, Rethymno, May 15-16, 2004.

27) *The Role of Imagination in Science Education.* 2nd International Conference on Imagination and Education. Simon Fraser University, Vancouver, Canada, July 14-17, 2004.

28) *Toward a Functional Conception of Scientific Literacy.* 4th National Conference on Science Education. University of Athens, November 26-28, 2004.

29) *Teaching and Learning in the Information Society*. (First Presenter Y. Exarhos) University of Athens, November 26-28, 2004.

30) *Imagination in Physics Education.* 3rd International Conference on Imagination and Education. Simon Fraser University, Vancouver, Canada, July 11-14, 2005.

31) *Contemporary Reality and the Need for Curriculum Reform.* National Conference on Educational Policy in Greece: Past-Present-Future. University of Macedonia, October 6-7, 2005.

32) *Evaluation for Empowerment.* 4th National Convention of O.M.E.P on Evaluation in Education: Pedagogical and Teaching Dimension. University of Thessaly, Volos, October 14-16, 2005.

33) *Exploring the Possibilities of Developing Romantic Understanding Through Storytelling.* 1st International Conference on Teaching and Learning Science Through Storytelling. University of Munich, July 4-7, 2006.

34) *Ironic Understanding in Science Education.* 4th International Conference on Imagination and Education. Simon Fraser University, Vancouver, Canada, July 12-16, 2006.

35) *The Development of Romantic Understanding in the Context of School Science.* Imaginative Education Presentation (in the context of IERG collaborations), University of Barcelona, Barcelona, Spain, April 24-27, 2007.

36) *Wonder: Why Is It Important and How Can It Be Evoked in the Science Classroom?* 5th International Conference on Imagination and Education. Simon Fraser University, Vancouver, Canada, July 14-17, 2007.

37) *The School Principal as a Curriculum Leader:* 1st National Conference on Educational Planning and Development. University of the Aegean, Rhodes, May 2008

38) *Imaginative Education Workshop* 2nd Summer Institute on Imaginative Education, Delta Vancouver Airport Hotel, Vancouver, Canada, July 7-11, 2008.

39) *Reclaiming the Value of Wonder in Science Education*, 2nd Summer Institute on Imaginative Education, Delta Vancouver Airport Hotel, Vancouver, Canada, July 7-11, 2008.

40) *Using Nikola Tesla's story and the experiments, as presented in the film "The Prestige", to promote scientific inquiry.* 2nd International Conference on Teaching and Learning Science Through Storytelling. Deutsches Museum, Munich, July 14-18, 2008.

41) *Changing Our Conception of Learning.* 2nd National Conference on Educational Planning and Development. University of the Aegean, Rhodes, May 17-19, 2009/

42) *The Role of Communication in the Process of Curriculum Evaluation.* 3rd National Conference on Educational Planning and Development. University of the Aegean, Rhodes, June 4-6, 2010.

43) *Crisis in Education and Curriculum Paradigms.* 4th National Conference on Educational Planning and Development. University of the Aegean, Rhodes, May 17-19, 2011.

44) *Integrating Science, Art, and Economics.* 2nd InSEA Conference (International Conference for Art in Education), Budapest, June 27-July 2, 2011.

45) *The Development of Romantic Understanding in Young Children.* 2nd International Conference (Innovations in the Teaching of Science), University of Modena and Reggio, Reggio Emilia, Italy, November 31- December 2, 2012.

46) "*Romantic Science": Its Essence and Possible Contribution to Science Education Today*. 12th IHPST Biennial Conference, Pittsburgh, June 20-22, 2013.

47) *Raising Environmental Awareness Through School Science: The Possible Contribution of Storytelling.* 8th International Conference on Imagination and Education, Harbour Centre Campus, Simon Fraser University Canada, July11-14, 2013.

48) *Fostering a Sense of Wonder to Develop Romantic and Philosophic Understanding of Science.* (In collaboration with Roland Schulz). 8th International Conference on Imagination and Education, Harbour Centre Campus, Simon Fraser University. Vancouver, BC, Canada, July11-14, 2013.

49) *The Concept of "The Most Worthwhile Knowledge" from the Perspective of Three Different Epistemologies. Implications for Curriculum Development.* Symposium, National Conference on the History of Education, University of Patras, June 27-29, 2014.

50) *The Development of a Planning Framework for Teaching Science Through Storytelling.* 1st National Conference (with International Participation) on Pedagogical Material in Science and Mathematics Education (in collaboration with Leo Anastasiou et al.). University of the Aegean, Rhodes, Greece, October 17-19, 2014.

51) *Recent Research in Romantic Science and Implications for Science Education* (in collaboration with Roland Schulz). 10th International Conference on Imagination and Education, Harbour Centre Campus, Simon Fraser University, Vancouver, BC, Canada, July2-4, 2015.

52) *Storytelling As a Teaching/Learning Tool: Its Significance in the Context of Science Education.* 2nd National Conference (with International Participation) on Pedagogical Material in Science and Mathematics Education. University of the Aegean, Rhodes, Greece, October 14-16, 2016.

53) *Narrative As an Ally to the Nature of Science.* 4th International Conference (Innovations in the Teaching of Science), University of Modena and Reggio, School of Education, December 2-4, 2016.

54) *Wonder: Its nature and its role in the learning process.* International Conference (Wonder, Education and Human Flourishing), Amsterdam, April 4-6, 2019.