

Dr Aikaterini Voulgari, Laboratory Teaching Staff

Discipline / Specialization: Psychopedagogy

Aikaterini Voulgari studied at the Pedagogical Department of Primary Education of the University of Thessaly (1991–1995). She completed her postgraduate studies in the Programs "Studies in Education" at the Hellenic Open University (2008), "Interdisciplinary Approaches to Historical, Archaeological and Anthropological Studies" of the Department of History, Archaeology, Social Anthropology of the University of Thessaly (2012), "Creative Writing" of the Pedagogical Department of Early Childhood Education of the University of Western Macedonia (2014), and "Greek Language and Literature" of the Open University of Cyprus (2015). In 2009 she was awarded a Doctorate by the Pedagogical Department of Special Education of the University of Thessaly. She was awarded the Kaftatzogleio Award of the School of Philosophy of the National and Kapodistrian University of Athens, for her doctoral dissertation "Developmental reading difficulties in Greek: A two-route model approach". She has also graduated from the Specialization Program in Counseling and Orientation (PESYP) of the Higher School of Pedagogical and Technological Education (ASPETE, Volos Branch) (2016). She has participated in national and international conferences. She is a member of Laboratory Teaching Staff (Psychopedagogy) at the University of Thessaly, Department of Primary Education, where she teaches. She is also an adjunct instructor of the Higher School of Pedagogical and Technological Education (ASPETE, Volos Branch).

Selected publication's record:

Ref. Number	Year	Title	Other authors	Journal and Publisher / Conference	Vol. Pages
1	2018	The stereotypes of the two sexes in ancient texts. The example of Euripides's <i>Medea</i>		Philologiki	143 29-31
2	2017	Issues of time (order, duration, frequency) in the story of <i>Adrastos</i> (Herodotus, 1.34-45). A narrative approach		Philologiki	139 50-51
3	2017	Child deaths in Papdiamantis's short stories of Skiathos: cultural context and social practices	Margaroni, M.	Social Science Tribune (University of Thessaly)	66 112-140
4	2011	The role of education in acquainting with the "strange" and alienating the "familiar": The example of the <i>Strangers to Ourselves</i> (Julia Kristeva, 1988)		Intercultural Education – Immigration, Conflict Management and Pedagogy for Democracy (Conference Proceedings, Vol. I)	176-187
5	2015	Cultivating anthropocentric and physiocentric values through literature in the context of non-formal learning. The example of two representative works of Angelos Sikelianos	Margaroni, M.	Theory and Research in the Sciences of Education (International e-journal)	6 7 to 26

6	2014	Globalization and cities in Saskia Sassen's work		Intercultural Education - Immigration, Conflict Management and Pedagogy for Democracy (Conference Proceedings, Vol. II)	99-109
7	2011	Identity and emerging consciousness in periods of transition. The example of D. Hatzis's <i>The Double Book</i>		Greek Society 1975-2010: Transformations, Reclassifications, Challenges (Conference Proceedings)	49-55
8	2005	Importance and role of the science of Neuropsychology on the doorstep of the 3rd millennium AD (Chapter in collective volume)	Karapetsas, A.	<i>Topics and Issues in Education</i> , Honorary Volume on Byron G. Massialas, Kassotakis M., Flouris G. (Atrapos, Athens, 2005)	965-1002

9	2023	Exploring pre-service teachers' perceptions of the implementation of differentiated instruction in mixed ability classrooms in primary school	Argyropoulou A., Tzika, V.	8th Panhellenic Conference "Education and Culture in the 21st Century"			
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Research Project

Ref. Number	Date	Title	Promoted by	Project Role*
1	2012-2013	The EU migration issue	Institute of Research and Training on European Affairs	Lead researcher (with M. Margaroni)