

CURRICULUM VITAE

Name: Dr Elias Avramidis (MEd/PhD)

Date of birth: 8.01.72

Nationality: Greek (EU National)

Gender: Male

ORCID ID: 0000-0003-4713-2695

<u>Home address</u>	<u>University address</u>
13 Chrisomilias Str Volos 38500 Greece Tel: ++ 00 24210 74853 (Office) Tel: ++ 00 6973466191 (Mobile) E-mail: avramidis@uth.gr	University of Thessaly Department of Special Education Filellinon & Argonafton Str Volos 38222 Greece

CURRENT POST

2010- Associate Professor in the Department of Special Education,
University of Thessaly, Volos, Greece
Honorary Research Fellow, Graduate School of Education, University
of Exeter, UK

PREVIOUS POSTS

2013-2018 **Tutor at the Open University of Greece**
Delivery of online module: “Educational Research in Action”.
Academic years: 2013-2014, 2014-2015, 2015-2016, 2016-2017 &
2017-2018

2008-2010 **Senior Lecturer**, School of Education, University of Exeter, UK

2007-2008 **Tutor at the Open University of Cyprus.**
Delivery of online module: “Educational Research” (1 academic year).

2003-2007 **Lecturer**, Department of Educational Studies, University of York, UK

2001-2003: **Post-doctoral Research Fellow**,
Department of Education, University of Bath, UK
Day-to-day management, oversight and conduct of the project:
“Dyslexia and Learning Difficulties in Higher Education” funded by
Abbey National (£100,000)

2000-2001: **Lecturer (.5) & Research Assistant (.5)**
School of Education, University of Exeter, UK
Project entitled “BIOMED-2: Autism spectrum disorder: evaluation
and development of strategies for primary care for people with autism
in Europe”. EU funded (€400.000) Director: Dr Phil Bayliss.

EDUCATION & QUALIFICATIONS

- 1997-2001: **PhD in Education**
School of Education, University of Exeter, UK
Supervisors: Dr Phil Bayliss & Prof. Robert Burden
Examiners: Prof. Gary Thomas (external) & Prof. Brahm Norwich (internal)
- 1996-1997: **MEd in Special Educational Needs**
School of Education, University of Exeter, UK
- 1995-1996: **Military Service**
(111 Combat Wing, Greek Air Forces)
- 1990-1994: **BEd in Primary Education**
Department of Primary Education, University of Thessaly, Greece
(Grade: 8.27 out of 10)

Additional qualifications

- 2007 **Postgraduate Certificate of Academic Practice**
University of York, UK
Eligible to become Fellow of the Higher Education Academy (FHEA).
- 1993 **Cambridge Certificate of Proficiency in English & Michigan Certificate of Proficiency in English.** These certificates entitle me to teach English as a foreign language.

RESEARCH INTERESTS AND EXPERIENCE

My research mainly focuses on the theory and practice of inclusive education and the barriers to its implementation. My work (covering primary, secondary and tertiary settings) has sought to identify effective policies and pedagogies to address the needs of children and adults described as experiencing learning difficulties. More specifically, my research extends to the evaluation of the social impacts of inclusive education programmes; emotional and behavioural difficulties in childhood and adolescence; support provision for disabled students in Higher Education within a general context of lifelong learning and widening participation; and methodological issues surrounding educational and social research.

RESEARCH PROJECT MANAGEMENT

- 2018- Co-Investigator in the Erasmus+ project titled: “Improving students’ social participation in primary and secondary schools across Europe (FRIEND-SHIP - KA201-A7CD51E3). Consortium of 4 universities (Vienna, Thessaly, Paderborn & Porto). (Total grant 260,738 Euro)
- 2012-2013 Principal investigator (PI) of the project “*The social inclusion of children with special educational needs in co-taught regular primary and kindergarten classes*”. Funded by the research committee of the University of Thessaly (12,000 Euro)

2006-2009 Principal investigator (PI) of the project “*The Social Impacts of Inclusion on Statemented Children with SEN*”. Large ESRC funded project (£175,000 / €262,500). This project was one of the 28 projects funded by the highly competitive First Grants Scheme which covered all social sciences.

RESEARCH OUTPUTS AND PUBLICATIONS

PhD Thesis & Master Dissertation

1. **Avramidis, E.** (2001). *Mainstream teachers’ attitudes towards the inclusion of children with SEN in the ordinary school*. PhD Thesis, School of Education, University of Exeter, UK.
2. **Avramidis, E.** (1997). *An inquiry into emotional and behavioural difficulties in two schools in the southwest of England*. MEd Dissertation, School of Education, University of Exeter, UK.

Book – Teaching Handbook

1. **Avramidis, E.** & Kalyva, E (2006). *Research Methods in Special Education. Theory and Applications*. Athens: Papazisis (in Greek - 403 pages) ISBN 960-02-2002-6.

Articles in international peer-reviewed journals

1. Toulia, A., Strogilos, V. & **Avramidis, E.** (in press). Peer Tutoring as a Means to Inclusion: A Collaborative Action Research Project. *Educational Action Research*. <https://doi.org/10.1080/09650792.2021.1911821>.
2. Hassani, S., Alves, S., **Avramidis, E.**, Schwab, S. (in press). The Circle of Friends intervention: a research synthesis. *European Journal of Special Needs Education*. <https://doi.org/10.1080/08856257.2021.1911522>.
3. **Avramidis, E.** & Aroni, K. (2020). “With a little help from my best friend...”: Exploring the social functioning of students with moderate learning difficulties in inclusive educational settings. *International Journal of Educational Research*, 103, 101640. <https://doi.org/10.1016/j.ijer.2020.101640>.
4. Strogilos, V., **Avramidis, E.**, Voulagka, A., & Tragoulia, E. (2020). Differentiated instruction for students with disabilities in early childhood co-taught classrooms: types and quality of modifications. *International Journal of Inclusive Education*, 24(4), 443-461. <https://doi.org/10.1080/13603116.2018.1466928>
5. **Avramidis, E.**, Toulia, A., Tsihouridis, C., & Strogilos, V. (2019). Teachers’ attitudes towards inclusion and their self-efficacy for inclusive practices as predictors of willingness to implement peer tutoring. *Journal of Research in Special Educational Needs*, 19(1), 49-59. <https://doi.org/10.1111/1471-3802.12477>.

6. Argyropoulos, V., Padeliadu, S., **Avramidis, E.**, Tsiakali, T., & Nikolarazi, M. (2019). An investigation of preferences and choices of students with vision impairments on literacy medium for studying. *British Journal of Visual Impairment*, 37(2), 154-168. <https://doi.org/10.1177/0264619619838667>
7. **Avramidis, E.**, Avgeri, G., & Strogilos, V. (2018). Social participation and friendship quality of students with special educational needs in regular Greek primary schools. *European Journal of Special Needs Education*, 33(2), 221-234. <https://doi.org/10.1080/08856257.2018.1424779>
8. Strogilos, V., Tragoulia, E., **Avramidis, E.**, Voulagka, A., & Papanikolaou, V. (2017). Understanding the development of differentiated instruction for students with and without disabilities in co-taught classrooms. *Disability & Society*, 32(8), 1216-1238. <https://doi.org/10.1080/09687599.2017.1352488>
9. Zygouris, N.C., **Avramidis, E.**, Karapetsas, A.V., & Stamoulis, G.I. (2017). Differences in dyslexic students before and after a remediation program: A clinical neuropsychological and event related potential study. *Applied Neuropsychology: Child*, 1-10. <https://doi.org/10.1080/21622965.2017.1297710>
10. **Avramidis, E.**, Strogilos, V., Aroni, K. & Kantaraki, C.T. (2017). Using sociometric techniques to assess the social impacts of inclusion: some methodological considerations. *Educational Research Review*, 20, 68-80. <https://doi.org/10.1016/j.edurev.2016.11.004>
11. Strogilos, V. & **Avramidis, E.** (2016). Teaching experiences of students with Special Educational Needs in Co-taught and Non-co-taught classes. *Journal of Research in Special Educational Needs*, 16(1), 24-33. <https://doi.org/10.1111/1471-3802.12052>
12. Fyssa, A., Vlachou, A. & **Avramidis, E.** (2014). Early childhood teachers' understanding of inclusive education and associated practices: Reflections from Greece. *International Journal of Early Years Education*, 22(2), 223-237. <https://doi.org/10.1080/09669760.2014.909309>
13. Mammas, C. & **Avramidis, E.** (2013). Promoting social interaction in the inclusive classroom: Lessons from inclusive schools in England and Cyprus. *Learning, Culture and Social Interaction*, 2(4), 217-226. <https://doi.org/10.1016/j.lcsi.2013.07.001>
14. Vlachos, F., **Avramidis, E.**, Dedousis, G., Katsigianni, E., Ntalla, I. & Giannakopoulou, M. & Chalmpe, M. (2013). Incidence and gender differences for handedness among Greek adolescents and its association with familial history and brain injury. *Research in Psychology and Behavioral Sciences*, 1(1), 6-10.
15. Vlachos, F., **Avramidis, E.**, Dedousis, G., Chalmpe, M., Ntalla, I. & Giannakopoulou, M. (2013). Prevalence and gender ratio of dyslexia in Greek adolescents and its association with parental history and brain injury. *American Journal of Educational Research*, 1(1), 22-25.
16. **Avramidis, E.** (2013) Self-concept, social position, and social participation of pupils with SEN in mainstream primary schools. *Research Papers in Education*, 28(4), 421-442. <https://doi.org/10.1080/02671522.2012.673006>

17. Kyriacou, C., **Avramidis, E.**, Stephens, P. & Werler, T. (2013). Social pedagogy in schools: Student teacher attitudes in England and Norway. *International Journal of Inclusive Education*, 17(2), 192-204. <https://doi.org/10.1080/13603116.2011.629689>

18. Mavropoulou, S. & **Avramidis, E.** (2012). Befrienders to persons in the autistic spectrum in Greece: what support do they offer and what challenges they face? *European Journal of Special Needs Education*, 27(3), 337-353. <https://doi.org/10.1080/08856257.2012.691230>

19. Wilde, A. & **Avramidis, E.** (2011). Mixed feelings: Towards a continuum of inclusive pedagogies. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 39(1), 83-101. <https://doi.org/10.1080/03004270903207115>

20. **Avramidis, E.** (2010). Social relationships of pupils with Special Educational Needs in the mainstream primary class: Peer group membership and peer-assessed social behaviour. *European Journal of Special Needs Education*, 25(4), 413-429. <https://doi.org/10.1080/08856257.2010.513550>

21. **Avramidis, E.** & Wilde, A. (2009). Evaluating the social impacts of inclusion through a multi-method research design. *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 37(4), 323-334. <https://doi.org/10.1080/03004270903099934>

22. **Avramidis, E.** & Kalyva, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education*, 22(4), 367-389. <https://doi.org/10.1080/08856250701649989>

23. Kyriacou, C., **Avramidis, E.**, Hoie, H., Stephens, P., & Hultgren, Å. (2007). The development of student teachers' views on pupil misbehaviour during an initial teacher training programme in England and Norway. *Journal of Education for Teaching*, 33(3), 293-307. <https://doi.org/10.1080/02607470701450288>

24. Kalyva, E. & **Avramidis, E.** (2005). Improving Communication Between Children with Autism and Their Peers Through the 'Circle of Friends'. *Journal of Applied Research in Intellectual Disabilities*, 18(3), 253-261. <https://doi.org/10.1111/j.1468-3148.2005.00232.x>

25. **Avramidis, E.** & Kalyva, E. (2004). Understanding 'Dyslexia': cleaning up a messy construct and developing supportive educational environments. *The Use of English*, 56(1), 25-47.

26. **Avramidis, E.** & Skidmore, D. (2004). Re-appraising Learning Support in Higher Education. *Research in Post-Compulsory Education*, 9(1), 63-82. <https://doi.org/10.1080/13596740400200167>

27. Fox, P. & **Avramidis, E.** (2003). An evaluation of an outdoor education programme for students with emotional and behavioural difficulties. *Emotional and Behavioural Difficulties*, 8(4), 267-283. <https://doi.org/10.1080/13632750300507025>

28. Poulson, L. & **Avramidis, E.** (2003). Pathways and possibilities in professional development: case studies of effective teachers of literacy. *British Educational Research Journal*, 29(4), 543-560. DOI: 10.1080/0141192032000099360
29. **Avramidis, E.** & Norwich, B. (2002). Mainstream teachers' attitudes towards inclusion/integration: a review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147. <https://doi.org/10.1080/08856250210129056>
30. **Avramidis, E.** Bayliss, P. & Burden, R. (2002). Inclusion in action: An in-depth case study of an effective inclusive secondary school in the Southwest of England. *International Journal of Inclusive Education*, 6(2), 143-163. <https://doi.org/10.1080/13603110010017169>
31. Poulson, L., **Avramidis, E.**, Fox, R., Medwell, J. & Wray, D. (2001). The theoretical beliefs of effective teachers of literacy in primary schools: an exploratory study. *Research Papers in Education*, 16(3), 271-292. <https://doi.org/10.1080/02671520126827>
32. **Avramidis, E.** Bayliss, P. & Burden, R. (2000b): A survey of mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one Local Educational Authority. *Educational Psychology*, 20(2), 193-213. <https://doi.org/10.1080/713663717>
33. **Avramidis, E.** Bayliss, P. & Burden, R. (2000a) Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and Teacher Education*, 16(3), 277-293. [https://doi.org/10.1016/S0742-051X\(99\)00062-1](https://doi.org/10.1016/S0742-051X(99)00062-1)
34. **Avramidis, E.** & Smith, B. (1999). An introduction to the major research paradigms and their methodological implications for special needs research. *Emotional and Behavioural Difficulties*, 4(3), 27-36. <https://doi.org/10.1080/1363275990040306>
35. **Avramidis, E.** & Bayliss, P. (1998). An inquiry into children with emotional and behavioural difficulties in two schools in the Southwest of England. *Emotional and Behavioural Difficulties*, 3(3), 25-35. <https://doi.org/10.1080/1363275980030305>

Short reports in international research journals

1. Vlachos, F. & **Avramidis, E.** (in press). The Difference between Developmental Dyslexia and Dysgraphia: Recent Neurobiological Evidence. *International Journal of Neuroscience and Behavioral Science*, 8(1).

Articles in Greek peer-reviewed journals

1. Halmpe, M., Vlachos, F. Andreou, G. & **Avramidis, E.** (2017). Researching phonological memory and visual-spatial memory in children with dyslexia. *Hellenic Review of Special Education*, 5, 37-58.
2. Alevizaki, G., Vlachos, F., Bonoti, F. & **Avramidis, E.** (2017). An investigation into aspects of articulation in children with dyslexia. *Hellenic Review of Special Education*, 5, 59-77.

Chapters in international edited volumes

1. **Avramidis, E.** & Toulia, A. (2020). Attitudes and inclusion of students with special educational needs in regular schools. In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: <http://dx.doi.org/10.1093/acrefore/9780190264093.013.1237>
2. **Avramidis, E.**, Avgeri, G., & Strogilos, V. (2019). Social participation and friendship quality of students with special educational needs in regular Greek primary schools. In S., Schwab, M., Nel, & F., Hellmich (Eds). "*Social Participation of Students with Special Educational Needs in Mainstream Education*". Oxford: Routledge.
3. Strogilos, V. & **Avramidis, E.** (2017). The cultural understanding of inclusion in diverse settings: Support services and collaboration. In M. T. Hughes & E. Talbot (Eds). *The Wiley Handbook of Diversity in Special Education* (pp. 87-114). Chicago: Wiley Publications.
4. **Avramidis, E.** & Norwich, B. (2015). SEN: the state of research - from methodological purism to pluralistic research progress. In L., Peer & G., Reid (Eds). "*Special Educational Needs*" (2nd edition) (pp22-44). London: Sage.
5. **Avramidis, E.** & Norwich, B. (2011). SEN: the state of research - compromise, consensus or disarray? In L., Peer & G., Reid (Eds). "*Special Educational Needs*" (pp24-34). London: Sage.
6. **Avramidis, E.**, Lawson, H. & Norwich, B. (2010). Difficulties in Learning Literacy. In D. Wyse, R. Andrews & J.V. Hoffman (Eds). "*The International Handbook of English, Language and Literacy Teaching*" (pp389-400). London: Routledge.
7. **Avramidis, E.** & Wilde, A. (2010). Evaluating the social impacts of inclusion through a multi-method research design. In R. Webb (Ed) "*Researching Primary Education: Methods and Issues*" (pp. 15-24). London: Routledge.
8. **Avramidis, E.**, Bayliss, P. & Burden, R. (2008). Inclusion in action: An in-depth case study of an effective inclusive secondary school in the Southwest of England. In P. Hicks & G. Thomas, (Eds). "*Inclusion and Diversity in Education*". London: Sage.
9. **Avramidis, E.** (2006). Promoting Inclusive Education: from 'expertism' to sustainable inclusive practices. In R. Webb, (Ed). "*Changing teaching and learning in the primary school*" (pp103-114). Buckingham: Open University Press.
10. **Avramidis, E.** & Norwich, B. (2003). Promoting inclusive education: A review of the literature on teachers' attitudes towards integration/inclusion. Στο L. Poulson & M. Wallace (Eds) "*Learning to Read Critically in Teaching and Learning*" (pp173-197). London: Sage.
11. Poulson, L. & **Avramidis, E.** (2003). Primary School Teachers' Theoretical Beliefs about Literacy: An Exploratory Study. Στο L. Poulson & M. Wallace (Eds) "*Learning to Read Critically in Teaching and Learning*" (pp201-222). London: Sage.

Chapters in Greek edited volumes

1. **Avramidis, E.** (2013). The social inclusion of children with special educational needs in the ordinary school. In Nanou, A., Patsidou-Iliadou, M., Gkaranis, A. & Hariopolitou, A. *From Special Education to Inclusive Education*. (pp. 223-245) Thessaloniki: Graphema.
2. **Avramidis, E.** & Dialektaki, K. (2011). Changing teachers' attitudes towards inclusion: From the discourse of 'expertism' to the implementation of inclusion. In N., Polemikos, M., Kaila, E., Theodoropoulou, & V., Stroggylos (Eds). *The Education of children with special needs: a multidimensional approach* (in Greek) (pp.211-229). Athens: Pedio.

Research Reports

1. Hassani, S., K. Aroni, A. Toulia, S. Alves, G. Görel, M. F. Löper, **E. Avramidis**, M. Silveira- Maia, M. M. Sanches-Ferreira, F. Hellmich, S. Schwab, and K. Resch. 2020. School-based interventions to support student participation. A comparison of different programs. Results from the FRIEND-SHIP project. Vienna: University of Vienna.
doi: 10.25365/phaidra.147.
2. Bayliss, P., Wood, J., Heather, D., **Avramidis, E.** & Dodwell, C. (2001). *Autism spectrum disorder: evaluation and development of strategies for primary care for people with autism in Europe*. [Final Report to the Commission, Brussels. AFP in Biomedical and Health Research Stage 1, Proposal BM-ST-9173]. University of Exeter: School of Education and Lifelong Learning.

International Conference Proceedings (peer-reviewed)

1. **Avramidis, E.**, Kantaraki, C.T. & Stroggylos, V. (2014). Methodological issues concerning the application of sociometric techniques to examine the social outcomes of inclusion. In "Special Educational Needs and Inclusive Practices. An International Perspective" (pp 36-44). Bergamo, 23-25 October 2014.

National Conference Proceedings (peer-reviewed)

1. Halbe, M., Vlachos, F., **Avramidis, E.**, & Tzivinikou, S. (2019). Visuospatial abilities and visual memory in students with dyslexia. *9th Panhellenic Conference of Educational Studies*, 21-23 June, Athens.
2. Ntanopoulou, S., Papalexopoulos, P., Vavougiou, D., & **Avramidis, E.** (2015). Teaching electrical circuits to students with learning difficulties. In D., Psilos, A. Molohidis & M. Kalleri (Eds.) *9th Panhellenic Conference on the Teaching of Science and New Technologies in Education*. Aristotelian University, Thessaloniki, 8-10 May. <http://synedrioenephet-2015.web.auth.gr> ISBN: 978-960-243-702-5.
3. Petropoulou, P., Vlachos, F., & **Avramidis, E.** (2015). Investigating the balancing skills of students with dyslexia. In Z. Krokou (Ed.) *Dilemmas and prospects in special education*. Vol. 2 (pp. 124-137). Athens: Grigori Publications. ISBN: 978-960-333-898-7.

Book Reviews

- 1. Avramidis, E.** (2005). Review of “Handbook of Emotional and Behavioural Difficulties” by Clough, P., Garner, P. & Yuen, F. In *European Journal of Special Needs Education*, 20(4), 448-451.
- 2. Avramidis, E.** (2004). Review of “Strategies to Promote Inclusive Practice” by Tilstone, C. & Rose, R. (2003) In *European Journal of Special Needs Education*, 19(2), 267-269.
- 3. Avramidis, E.** (2003). Review of “Dyslexia and effective learning in secondary and tertiary education” by Hunter-Carsch, M & Herrington, M. (2001) In *British Journal of Educational Psychology*, 73(3), 444-445.
- 4. Avramidis, E.** (2003) Review of “Deconstructing special education and constructing inclusion” by Thomas, G. & Loxley, A. (2001) In *Journal of Education for Teaching*, 29(2), 186-189.
- 5. Avramidis, E.** (2002). Review of “Dyslexia in Adults. Education and Employment” by Reid, G & Kirk, J (2001) In *British Journal of Educational Psychology*, 72(4), 612-613.
- 6. Avramidis, E.** (2001). Review of “Separating, Losing and Excluding Children. Narratives of Difference” by Billington, T. (2000) In *British Journal of Educational Psychology*, 71(4), 671-673.
- 7. Avramidis, E.** (2001). Review of “Special Educational Needs for Newly Qualified and Student Teachers. A practical guide” by Rita Cheminais (2000) In *European Journal of Special Needs Education*, 16(2), 183-184.
- 8. Avramidis, E.** (2000). Review of “Enabling Technology for inclusion” by Blamires, M. (1999) In *British Journal of Educational Psychology*, 70(3), 457-459.

Work translated in other languages

Avramidis, E. & Norwich, B. (2004). Las actitudes de los profesores hacia la integración y la inclusión: revisión de la bibliografía sobre la material. Entre dos mundos. *Revista de traducción sobre discapacidad visual*, 25, 25-44.

Papers under review

Avramidis, E. & Aroni, K. (under review). “The social participation and the quality of best friendship of students with Moderate Learning Difficulties in early adolescence: a longitudinal study”. Paper submitted to *Australasian Journal of Special and Inclusive Education*.

CONFERENCE PRESENTATIONS

International conferences

1. **Avramidis, E.**, Toulia, A. & Strogilos, V. (2019). Teachers' attitudes and Self-efficacy perceptions towards inclusion and their willingness to implement a peer tutoring program. European Educational Research Association, Hamburg, Germany, 3-6 September.
2. **Avramidis, E.** & Aroni, K. (2019). Struggling to fulfil the need to belong in regular secondary schools: the accounts of marginalized students with moderate learning difficulties. European Educational Research Association, Hamburg, Germany, 3-6 September.
3. Aroni, K. & **Avramidis, E.** (2019). With a little help from my best friend... Exploring the social functioning of students with MLD in inclusive educational settings. European Educational Research Association, Hamburg, Germany, 3-6 September.
4. Tsiftzi, F., Vlachos, F., **Avramidis, E.**, Misailidi, P. (2019). Evidence of cerebellar dysfunction in preschool children diagnosed with Autism Spectrum Disorder. 6th Congress on Neurobiology, Psychopharmacology and Treatment Guidance, 27-30 June, Chalikidiki, Greece.
5. Tsiftzi, F., Vlachos, F., **Avramidis, E.**, Misailidi, P. (2019). Motor impairments in young children with Autism Spectrum Disorders. 6th Congress on Neurobiology, Psychopharmacology and Treatment Guidance, 27-30 June, Chalikidiki, Greece.
6. **Avramidis, E.**, Aroni, K. & Strogilos, V. (2018). 'Peer acceptance and friendship quality of students with special educational needs in pre- and early adolescence: Links with socio-emotional skills'. European Educational Research Association, Bolzano, Italy, 3-7 September.
7. **Avramidis, E.** & Toulia, A. (2018). 'Peer tutoring interventions for students with special educational needs: A research synthesis'. Mini-conference on inclusion, Wuppertal, Germany, 13-14 July.
8. **Avramidis, E.** (2017). 'Social self-concept, quality of best friendships and social interaction of pupils with SEN in regular primary schools.' Mini-conference on the social inclusion of students with disabilities in general education, Groningen, Holland, 23-24 March.
9. Aroni, K. & **Avramidis, E.** (2017). 'Sociometric status and self-perceptions of children with Special Educational Needs in Greek regular classes: a longitudinal perspective.' Mini-conference on the social inclusion of students with disabilities in general education, Groningen, Holland, 23-24 March.
10. Strogilos, V. & **Avramidis, E.** (2016). 'Understanding Inclusion in Diverse Settings: Support Services and Collaboration.' American Educational Research Association, Washington, DC, 8-12 April.
11. Strogilos, V., Tragoulia, E., **Avramidis, E.**, Voulagka, A. & Papanikolaou, V. (2015). 'Understanding the development of differentiated instruction for students with disabilities in inclusive co-taught classrooms.' European Educational Research Association, Budapest, Hungary, 8-11 September.

12. **Avramidis, E.**, Kantaraki, C.T. & Strogilos, V. (2014). 'Methodological issues concerning the application of sociometric techniques to examine the social outcomes of inclusion.' Special Educational Needs and Inclusive Practices. An International Perspective, Bergamo, 23-25 October.
13. **Avramidis, E.** & Strogilos, V. (2013). 'Social position and social interaction of pupils with SEN in Greek co-taught classes.' European Educational Research Association, Istanbul, Turkey, 10-14 September.
14. **Avramidis, E.** (2012). 'School cultures and teachers' attitudes towards inclusion.' European Educational Research Association, Cadiz, Spain, 18-21 September.
15. Vlachos, F., **Avramidis, E.**, Dedousis, G., Katsigianni, E., Ntalla, I. & Giannakopoulou, M. (2012). 'Incidence and gender differences for handedness among Greek adolescents.' 13th Biennial Conference of the European Association for Research on Adolescence. Spetses, Greece, 29 August – 1 September.
16. Vlachos, F., **Avramidis, E.**, Dedousis, G., Halmbe, M., Ntalla, I. & Giannakopoulou, M. (2012). 'Prevalence and gender ratio in dyslexia among Greek adolescents and their siblings.' 13th Biennial Conference of the European Association for Research on Adolescence. Spetses, Greece, 29 August-September.
17. **Avramidis, E.** (2010). 'A sociometric assessment of the social impacts of inclusion in British mainstream primary schools.' Inclusive and Supportive Education Congress (ISEC), Belfast, Northern Ireland, UK, 2-5 August.
18. **Avramidis, E.** (2010). 'Social Participation of pupils with Special Educational Needs in British mainstream primary schools.' EMSENIC conference, London, UK 24-25 July.
19. **Avramidis, E.** (2009). 'Self-concept and social position of pupils with special needs in mainstream primary schools.' European Educational Research Association, Vienna, Austria, 28-30 September.
20. Bayliss, P. & **Avramidis, E.** (2008). 'Common practice for inclusion: Educational borrowing in Greece?' 10th International conference on Education, Athens Institute for Education and Research, (AT.IN.E.R.), Athens, 26-29 May.
21. **Avramidis, E.** & Pilava, S. (2007). 'Cypriot students' perceptions of Modern Greek learning environment and self-efficacy in one secondary school.' European Association of Research on Learning and Instruction. Budapest, Hungary, 28 August - 1 September 2007.
22. Wilde, A. & **Avramidis, E.** (2007). 'Social interaction between pupils with special needs and their mainstream peers and the formation of group associations.' European Association of Research on Learning and Instruction. Budapest, Hungary, 28 August - 1 September 2007.
23. **Avramidis, E.** & Wilde, A. (2007). 'Promoting social interaction and friendship between pupils with and without SEN: Inclusive strategies in primary schools.' British Educational Research Association, London, UK 6-8 September 2007.

24. Wilde, A. & **Avramidis, E.** (2007). 'Social interaction between pupils with special needs and their mainstream peers and the formation of group associations.' European educational Research Association, Ghent, Belgium, 19-21 September 2007.
25. **Avramidis, E.** (2005). 'Developing inclusive schools: changing teachers' attitudes and practices through critical professional development.' Inclusive and Supportive Education Congress (ISEC), Glasgow, Scotland, UK, 1-4 September 2005.
26. **Avramidis, E.** & Kalyva, E. (2004). 'The influence of teaching experience and training on Greek teachers' attitudes towards inclusion.' European Conference on Special Education "*The European Dimension of Special Education: Emergence of a different profile*", Thessaloniki, Greece, 19-21 November 2004.
27. **Avramidis, E.** (2004). 'Promoting inclusive education through critical professional development: from expertism to sustainable communities of knowledge.' European Conference on Educational Research (EERA), Crete, Greece, 22-25 September 2004.
28. **Avramidis, E.** & Kalyva, E. (2004). 'Greek teachers' attitudes towards the inclusion of children with special educational needs in the mainstream school.' European Conference on Educational Research (EERA), Crete, Greece, 22-25 September 2004.
29. **Avramidis, E.** (2003). 'Supporting disabled students in Higher Education contexts: enhancing learning and promoting inclusion.' International Conference on Inclusive Education, Hong Kong, China, 15-19 December 2003.
30. Bayliss, P. & **Avramidis, E.** (2002). 'Bridging the Gap: research methodologies in special education.' 4th International conference on Education, Athens Institute for Education and Research, (AT.IN.E.R.), Athens 24-26 Μάρτ.
31. **Avramidis, E.** Bayliss, P. & Burden, R. (2000). 'A survey of mainstream teachers' attitudes toward the inclusion of children with special educational needs in the ordinary school in one LEA.' European Conference on Educational Research (EERA), Edinburgh, Scotland, UK 20-23 September 2000.
32. **Avramidis, E.** Bayliss, P. & Burden, R. (2000). 'Inclusion in action: An in-depth case study of an effective inclusive school in the Southwest of England.' European Conference on Educational Research, Edinburgh, Scotland, UK 20-23 September 2000.
33. Bayliss, P. & **Avramidis, E.** (2000) 'Mainstream teachers' attitudes towards the inclusion of students with SEN in the ordinary school.' International Congress of Special Education (ISEC), Manchester, UK 24-28 July 2000.
34. **Avramidis, E.** (1998) 'Methodological issues concerning the study of teachers' attitudes towards the integration of children with SEN in the ordinary school.' European Conference on Educational Research, Ljubljana, Slovenia 17-20 September 1998.

National Research Conferences (Greece)

1. Halmpe, M., Vlachos, F., **Avramidis, E.**, Tzivinikou, S. (2019). Visuospatial abilities and visual memory in students with dyslexia. 9th Panhellenic Education Conference, Athens 21-23 June.
2. **Avramidis, E.** & Aroni, K. (2016). Adaptation and confirmation of the psychometric structure of the Friendship Quality Scale (FQS) in a Greek student population. 5th Panhellenic Conference in Developmental Psychology, Volos, 20-23 October.
3. **Avramidis, E.** & Avgeri, G. (2016). Social participation and friendship quality of students with special educational needs in regular primary schools with resource rooms. 5th Panhellenic Conference in Developmental Psychology, Volos, 20-23 October.
4. Halmpe, M., Vlachos, F., Andreou, G. & **Avramidis, E.** (2016). An investigation into the phonological and visual-spatial memory of children with dyslexia. 5th Panhellenic Conference in Developmental Psychology, Volos 20-23 October.
5. Alevizaki, G., Vlachos, F., **Avramidis, E.** & Bonoti, F. (2016). An investigation into aspects of articulation in children with dyslexia. 5th Panhellenic Conference in Developmental Psychology, Volos 20-23 October.
6. Panagopoulou, A., **Avramidis, E.** & Stavrousi, P. (2015). Teaching Science to students with learning difficulties and intellectual disability: A review of the international literature. 9th Panhellenic Conference on the Teaching of Science and New Technologies in Education. Aristotelian University, Thessaloniki, 8-10 May.
7. Ntanopoulou, S., Papalexopoulos, P., Vavougyios D., **Avramidis, E.** (2015). Teaching electric circuits to students with learning difficulties. 9th Panhellenic Conference on the Teaching of Science and New Technologies in Education. Aristotelian University, Thessaloniki, 8-10 May.
8. **Avramidis, E.** & Thanopoulou, A. (2013). Methodological issues in the utilization of sociometric techniques to investigate the social outcomes of inclusion. 3rd Panhellenic Conference on Special Education “Dilemmas and prospects in special education” Athens, 11-14 April.
9. Petropoulou, P., Vlachos, F. & **Avramidis, E.** (2013). Investigating the balancing skills of students with dyslexia. 3rd Panhellenic Conference on Special Education “Dilemmas and prospects in special education” Athens, 11-14 April.
10. Aroni, K., Dermitzaki, E. Bonoti, F. & **Avramidis, E.** (2012). Academic self-efficacy of Greek students and its relations with their feelings towards exams: Gender, socioeconomic and departmental influences. 4th Panhellenic conference on Counselling Psychology, Aristotelian University, Thessaloniki 1-4 Noemvriou.
11. Aroni, K., Dermitzaki, E., Bonoti, F. & **Avramidis, E.** (2012). Feelings towards exams and academic self-efficacy of Greek students. 3rd Panhellenic Conference on Developmental Psychology of the Greek Psychological Society, Thessaloniki 17-20 May.

12. Mauropoulou, S. & **Avramidis, E.** (2011). Volunteers that “Act as Befrienders” supporting families with children with ASD: Activities and Challenges. 13th Pan-Hellenic Conference on Psychological Research, Athens, 25-29 May.

RESEARCH SEMINAR PRESENTATIONS (INVITED SPEAKER)

1. **Avramidis, E.** (2019). University of Vienna “Trajectories of social functioning among students with and without learning disabilities in inclusive educational settings”. Invited speaker at the conference “Inclusive Education – Giving Students a Voice”, Vienna, 2nd May.

2. **Avramidis, E.** (2015). University of Regensburg, Germany. “Promoting Inclusive Education: from Expertism to Sustainable Inclusive Practices”. Invited seminar given at the teaching staff and the students of the Department of Education, Regensburg, 9th July.

3. **Avramidis, E.** (2015). University of the Aegean “Introduction to Qualitative Research in Education” Invited seminar given at the postgraduate programme “Environmental Education” Rhodes 11th May.

4. **Avramidis, E.** (2010). Telloglio Institute of Arts, Aristotle University of Thessaloniki. Keynote Lecture entitled: “The social impacts of inclusion on children with special needs in the regular school” delivered at a conference entitled: “Special Education and the Psychopedagogics of Inclusion”, Thessaloniki, 10th November.

5. **Avramidis, E.** (2006). University of Stavanger, Norway. “Developing inclusive schools: changing teachers’ attitudes and practices through critical professional development”. Invited seminar given at the teaching staff and the students of the Department of Education, Stavanger 19th September.

TEACHING EXPERIENCE

My teaching has mainly been in the areas of educational psychology, special educational needs and inclusive education, as well as research methodology courses. Prior to assuming my current post at the University of Thessaly, I taught for nine consecutive years in three British Universities (Exeter, York, and Bath) and for one year at the Open University of Cyprus as a coordinator of a distance learning research methods module. My experience in delivering distance learning courses was further enhanced through my employment at the Open University of Greece as an online tutor for five consecutive academic years (2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018).

Teaching and supervision in British Universities (academic years 2001-2010)

(2008-2010) University of Exeter

Undergraduate teaching (BA programmes):

- Social and Educational Research

- Theories of Learning and Development

Postgraduate teaching & supervision (MEd, MSc & EdD programmes)

- Introduction to Educational Research
- The Nature of Educational Research
- Doing and Using Educational Research
- SEN teaching and Learning
- International Perspectives: inclusion, disability and diversity
- MEd, EdD, PhD supervision

(2003-2007) University of York

Undergraduate teaching (BA programme)

- Research Methods in Education
- Special Needs and Inclusive Education
- Theories of Learning

Postgraduate teaching & supervision (MA, MSc, PhD)

- Research Methods in Education
- Theories of Learning and Development
- Researching in an Educational Context
- MA, MSc, PhD supervision

(2001-2003) University of Bath

Undergraduate teaching (BA programme)

- Theories of Learning in Context

Postgraduate teaching (MRes programme)

- Quantitative Research Methods I
- Quantitative Research Methods II

Teaching and Supervision in Distance Learning programmes

Academic years: 2007-2008, 2013-2014, 2014-2015, 2015-2016, 2016-2017, & 2017-2018.

(2013-2018) Open University of Greece

Postgraduate teaching & supervision (MA in Education)

- Research Methods in Education
- Dissertation (MA) supervision
- Average cohort 27 students

(2007-2008) Open University of Cyprus

- Introduction to Educational Research
- Cohort of 30 students

(2011-) Teaching and supervision at current post (University of Thessaly)

Undergraduate teaching (BA in Special Education)

- Introduction to Research Methodology
- Quantitative Data Analysis (Statistics)
- Qualitative Research Methods
- Research Applications in Special Education

Postgraduate teaching (MA in Special Education; MA in Counselling)

- Research Methods
- Statistics
- Quantitative and Qualitative Research Methods I & II

PhD Supervision

- Katerina Aroni (completed in July 2019)
- Anastasia Toulia (completed in January 2020)
- Elena Valiakou (final stages of completion)
- Katerina Nassou (early stages)

ADMINISTRATIVE & MANAGERIAL EXPERIENCE

(2008-2010) University of Exeter

- (2008-2010) Director of the School of Education undergraduate programmes:
 - BA in Education Studies (BAES)
 - BA in Childhood and Youth Studies (BACYS)

(2003-2007) University of York

- (2005-2007) Director of the ESRC-recognised MSc “Educational Research Methods”
- (2004-2007) Erasmus coordinator for the Department of Education
- (2004-2007) Director of the departmental Resources committee

(2010-) University of Thessaly

- (2018-2021) Director of the University’s Foreign Language Centre
- (2011-2018) Member of the co-ordination committee of the MSc in *Counselling in Special Education, Education, and Health*
- (2010-2018) membership of various departmental committees including Research Committee, Teaching Committee, Ethics committee, Internal Evaluation Committee, European Programs Committee
- (2010-2016) Member of the departmental Evaluation committee
- (2010-2012) Member of the departmental European projects committee
- (2010-2012) Member of the departmental Resources committee

AWARDS AND DISTINCTIONS

- ESRC First Grants Scheme (£175,000) awarded in June 2006 to fund research into the *Social Impacts of Inclusion on Statemented Children with SEN*.
- British Academy Overseas Conference Grant (£840) awarded in May 2003 to attend the International Conference on Inclusive Education, Hong Kong, December 2003.

PROFESSIONAL MEMBERSHIPS

- European Educational Research Association (EERA).
- Fellow of the Higher Education Academy in the UK.

ADDITIONAL PROFESSIONAL ACTIVITIES

- (2019-) Member of the editorial board of the journal: *Australasian Journal of Special and Inclusive Education (AJSIE)*
- (2019) Reviewer for ECER 2019, Network 4 (Inclusive education) in Hamburg.
- (2017-) Member of the editorial board of the journal: *European Journal of Special Needs Education*.
- (2014- 2017) External Examiner for the MA in Education Programme of the University of Dundee (Athens-based programme)
- (2009-2010) External Examiner for the EdD in Educational Psychology programme at Birmingham University
- (2007-2010) Member of the editorial board of the journal: *Education 3-13: International Journal of Primary, Elementary and Early Years Education*.
- (2004-2007) External Examiner for the Research Methods Course: “Practitioner Inquiry in Education” of the MEd programme of the University of Birmingham
- (2006-2007) Reviewer for BERA 2006 conference in Warwick and the BERA 2007 in London
- (2004-2007) Project refereeing for ESRC (Reviewer/Rapporteur)

REFEREES

- **Prof. Georgia Andreou**, Head of the Department of Special Education, University of Thessaly, Filellinon & Argonafton Street, Volos 38221, Greece
Tel: ++30 24210 74837 e-mail andreou@uth.gr
- **Prof. Filippos Vlachos**, Department of Special Education, University of Thessaly, Filellinon & Argonafton Street, Volos 38221, Greece
Tel: ++30 24210 74739 e-mail fvlachos@uth.gr
- **Prof. Brahm Norwich**, Graduate School of Education, University of Exeter, St Luke’s Campus, Heavitree Road, EX1 2LU
Tel: +44 (0)1392 724805 e-mail: B.Norwich@ex.ac.uk
- **Dr Vasilis Strogilos**, Southampton Education School University of Southampton, Building 32, Southampton, SO17 1BJ, United Kingdom
Tel: +44 (0) 2380592745 e-mail: v.strogilos@soton.ac.uk