

CURRICULUM VITAE

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A. Education and Working Experience

1. 1991 **Bachelor's** degree in Early Childhood Education (University of Ioannina, Greece)
2. 2007 **Master's** degree in Contemporary Learning Environment and Design of Teaching Materials in Humanities (University of Thessaly, Greece)
3. 2007-2008 Two Years **post-graduate program** on teacher's professional development (Aristotle University of Thessaloniki, Greece)
4. 2014 **Ph.D.** in Literacy in Early Childhood Education (University of Thessaly, Greece). Thesis title: 'Preschoolers understand and produce multimodal texts: the case of maps'.
5. 1991-2018 **Teacher** in children's creative centers and Greek Early Childhood Education
6. 2014-2016 Two years training program on **mentoring**. Enhancing teacher's professional development (Laboratory of theoretical and applied pedagogy, University of Thessaly)
7. 2016 - 2018: **Academic Scholar** – Teaching "Theories of Early Childhood Education" and Assessment in Early Childhood Education" to undergraduate students (University of Thessaly, Greece)
8. 2019- **Laboratory Teaching Staff** at the Department of Special Education of University of Thessaly

B. Publications

Publications including Dissertations, peer-reviewed articles, chapters in books, papers in conference proceedings:

1. Papadopoulou, M., Pagkourelia, E., & **Goria, S.** (Under publication). Multimodal texts in education; theoretical tools & teaching practices. Selected Proceedings of 5th Tzartania 'First Language and Multilingualism; Educational and Sociocultural approaches. Tyrnavos, 6-8 November 2015 (in Greek). Maria Papadopoulou, Sophia Goria, Polyxeni Manoli & Evgenia Pagkourelia (2018) Developing multimodal literacy in tertiary education, *Journal of Visual Literacy*, 37:4, 317-329, DOI: 10.1080/1051144X.2018.1540177
2. **Goria, S.**, & Papadopoulou, M. (2018). Preschoolers' ideas concerning the concept and function of maps. In M. Kalogiannakis (Eds), *Teaching Sciences in Early Childhood Education: challenges and prospects*, pp44-58. Athens, Gutenberg. ISBN: 978-960-01-1927-5 (in Greek).

3. **Goria, S., Christidou, V. & Papadopoulou, M. (2016).** Teaching with maps in Kindergarten according to Multiliteracy Pedagogy Principles. Online Proceedings of 2nd International Conference, *Educational material on Mathematics and Science*, pp. 216-225. <http://ltee.aegean.gr/sekpy/2016/files/proceedings.pdf>. ISBN: 978-960-86791-6-0 (in Greek).
4. **Goria, S. (2014).** *Preschoolers understand and produce multimodal texts: The case of maps*. Unpublished PhD Thesis (in Greek), Department of Early Childhood Education: University of Thessaly, Volos (in Greek).
5. **Goria, S. & Papadopoulou, M. (2012).** Icons versus symbols: investigating preschoolers' cartographic design. Meta-carto-semiotics. *Journal for Theoretical Cartography*, 5, 1-18. (<http://meta-carto-semiotics.org/index.php?page=current-vol5>)
6. **Goria, S. & Papadopoulou, M. (2011).** Multimodal texts in Kindergarten. In M. Pourkos & E. Katsarou (Eds). *Experience, Transfer and Multimodality: Applications in Communication, Education, Learning and Knowledge* (pp. 445- 466). Thessaloniki: Nisides (in Greek)
7. **Goria, S. (2010).** Multimodality and teaching use of word reference boards in Kindergarten. In P. Papoulia-Tzelepi & A. Fterniati (eds.), 5th International Conference on *Literacy: Writing and Writings in the 21st Century. The Challenge for Education*. Conference Proceedings. (pp. 401-415). Patra, 13-14/11/2009.
8. **Goria, S. & Papadopoulou, M. (2010).** Preschoolers' use of Maps as navigational tools in space. In online conference proceedings Science and society: sciences in preschool education, pp 9-16. Athens, Pataki. http://users.uoi.gr/5conns/ebook_FINAL_32.pdf (in Greek)
9. **Goria, S. & Papadopoulou, M. (2008).** Preschoolers using Maps: An Educational Approach. *The International Journal of Learning*, 15 (8), 171-186
10. **Goria, S. & Papadopoulou (2008).** Visual literacy in ECE: an educational approach. In E. Stavridou, X. Solomonidou, M. Paparousi (Eds), *Enhancing Learning: Research in contemporary learning environments and design of educational material*. (pp. 289-309). Athens: New Technologies (in Greek).
11. **Goria, S. (2007).** *Visual literacy in Early Childhood Education: the case of maps (educational approach)*. Unpublished Postgraduate Thesis (in Greek), Department of Early Childhood Education: University of Thessaly, Volos. (in Greek)

C. RESOURCES FOR TEACHERS - DIGITAL PLATFORMS AND LEARNING MATERIAL

www.literacy.gr

DIGITAL PLATFORM

(Participation member)

Theoretical documentation and learning material about literacy in early years (under re-construction)

D. TEACHING EXPERIENCE

- Twenty-six years of teaching experience in Early Childhood Education in Greece and in creativity laboratories for children.
- Two years' experience in teaching the unit "Theories of Early Childhood Education" and "Assessment in Early Childhood Education" (5th and 6th semester) in the graduate program of the Department of Early Childhood Education (University of Thessaly)
- Four years of experience in "Practical Training Courses" (3^d, 7th and 8th semester) of undergraduate students at the Department of Early Childhood Education, University of Thessaly

D. FIELDS OF EXPERTISE AND CURRENT RESEARCH INTERESTS

Literacy, Visual Literacy, Cartographic literacy, Multimodality and Multimodal texts Analysis, Development of educational material for literacy, Assessing Multimodality, Multiliteracy Pedagogy, Semiotics, Student's symbolic representations, Teaching and Learning Language