

## CURRICULUM VITAE

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### CURRENT POST

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2010- Associate Professor in the Department of Special Education,  
University of Thessaly, Volos, Greece

### PREVIOUS POSTS

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- 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

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- 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

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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

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- 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)
- 2006-2009 Principal investigator (PI) of the project “*The Social Impacts of Inclusion on Stigmatized 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

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### *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. Sharma, U., Loreman, T., May, F., Romano, A., Lozano, C. S., **Avramidis, E.**, Woodcock, S., Subban, P. & Kullmann, H. (2023). Measuring collective efficacy for inclusion in a global context. *European Journal of Special Needs Education*, 1-17.  
<https://doi.org/10.1080/08856257.2023.2195075>
2. Lindner, K. T., Schwab, S., Emara, M., & **Avramidis, E.** (2023). Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 38(6), 766-787.  
<https://doi.org/10.1080/08856257.2023.2172894>
3. Toulia, A., Alves, S., **Avramidis, E.**, Sanches-Ferreira, M., & Silveira-Maia, M. (2022). Qualitative evaluation of an intervention programme fostering students' social participation implemented by Greek and Portuguese elementary school teachers. *International Journal of Educational Research Open*, 3, 100205. <https://doi.org/10.1016/j.ijedro.2022.100205>
4. Papazis, F., **Avramidis, E.**, & Bacopoulou, F. (2022). Greek teachers' Resilience levels during the COVID-19 Pandemic lockdown and its association with attitudes towards emergency remote teaching and perceived stress. *Psychology in the Schools*, 1–18.  
<https://doi.org/10.1002/pits.22709>
5. Subban, Bradford, B., Sharma, U., Loreman, T. **Avramidis, E.** Kullmann, H. Sahli Lozano, C., Romano, A., Woodcock, S. (2022). Does it really take a village to raise a child? Reflections on the need for collective responsibility in inclusive education. *European Journal of Special Needs Education*, 1-12. <https://doi.org/10.1080/08856257.2022.2059632>
6. **Avramidis, E.**, Aroni, K. & Strogilos, V. (2022). Social participation and quality of best friendship of students with Moderate Learning Difficulties in early adolescence: A longitudinal study. *Australasian Journal of Special and Inclusive Education*, 1–14  
<https://doi.org/10.1017/jsi.2022.3>

7. Hassani, S., Alves, S., **Avramidis, E.**, Schwab, S. (2022). The Circle of Friends intervention: a research synthesis. *European Journal of Special Needs Education*, 37(4), 535-553. <https://doi.org/10.1080/08856257.2021.1911522>.
8. Toulia, A., Strogilos, V. & **Avramidis, E.** (2021). Peer Tutoring as a Means to Inclusion: A Collaborative Action Research Project. *Educational Action Research*, 31(2), 213-229. <https://doi.org/10.1080/09650792.2021.1911821>.
9. Vlachos, F., & **Avramidis, E.** (2020). The difference between developmental dyslexia and dysgraphia: Recent neurobiological evidence. *International Journal of Neuroscience and Behavioral Science*, 8(1), 1-5.
10. **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>.
11. 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>
12. **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>.
13. 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>
14. **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>
15. 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>
16. 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>

- 17. 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>
- 18. 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>
- 19. 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>
- 20. 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>
- 21. Vlachos, F., Avramidis, E.,** Dedousis, G., Katsigianni, E., Ntalla, I. & Giannakopoulou, M. & Chalmppe, 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.
- 22. Vlachos, F., Avramidis, E.,** Dedousis, G., Chalmppe, 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.
- 23. 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>
- 24. 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>
- 25. 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>
- 26. 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>
- 27. 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>
- 28. 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>

**29. 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>

**30. Kyriacou, C., Avramidis, E., Høie, 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>

**31. 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>

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

**33. 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>

**34. 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>

**35. 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

**36. 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>

**37. 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>

**38. 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>

**39. 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>

**40. 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)

**41. 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>

**42. 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>

### **Research papers under review**

Subban, P. Woodcock, S., Bradford, B., Romano, A., Sahli Lozano, C., Kullmann, H., Sharma, U., Loreman, T., & **Avramidis, E.** (under review). What does the village need to raise a child with additional needs? Thoughts on creating a framework to support collective inclusion. Paper submitted to *Teaching and Teacher Education*.

### **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. (in press).** Greek general educators' attitudes toward inclusive education. In *The Bloomsbury Encyclopedia of Social Justice in Education*.

**2. Avramidis, E. & Toulia, A. (2020).** Attitudes and inclusion of students with SEN in regular schools: A need for new directions. In U. Sharma (Ed) "*Oxford Encyclopedia of Inclusive and Special Education*". Open University Press. [doi.org/10.1093/acrefore/9780190264093.013.1237](https://doi.org/10.1093/acrefore/9780190264093.013.1237)

**3. Avramidis, E., Avgeri, G., & Strogilos, V. (2018).** 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.

**4. 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.

5. **Avramidis, E.** & Norwich, B. (2015). SEN: the state of research - from methodological purism to pluralistic research progress. Στο L., Peer & G., Reid (Eds). "*Special Educational Needs*" (2<sup>nd</sup> edition) (pp22-44). London: Sage.
6. **Avramidis, E.** & Norwich, B. (2011). SEN: the state of research - compromise, consensus or disarray? Στο L., Peer & G., Reid (Eds). "*Special Educational Needs*" (pp24-34). London: Sage.
7. **Avramidis, E.**, Lawson, H. & Norwich, B. (2010). Difficulties in Learning Literacy. Στο D. Wyse, R. Andrews & J.V. Hoffman (Eds). "*The International Handbook of English, Language and Literacy Teaching*" (pp389-400). London: Routledge.
8. **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.
9. **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*". (pp. 111-132). London: Sage.
10. **Avramidis, E.** (2006). Promoting Inclusive Education: from 'expertism' to sustainable inclusive practices. Στο R. Webb, (Ed). "*Changing teaching and learning in the primary school*" (pp103-114). Buckingham: Open University Press.
11. **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.
12. 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. Aroni, K., Toulia, A., Alves, S., Hassani, S., Heidrich, F., Franzen, K., Görel, G., Löper, M. F., Aguiar, T., Silveira- Maia, M., Sanches-Ferreira, M., Hellmich, F., Schwab, S., & **Avramidis, E.** (2022). FRIEND-SHIP Intervention Program - the Handbook. Porto Polytechnic. <https://doi.org/10.26537/20564>.

2. Hassani, S., Aroni, K., Toulia, A., Alves, S., Görel, G., Löper, M. F., **Avramidis, E.**, Silveira- Maia, M., Sanches-Ferreira, M. M., Hellmich, F., Schwab, S., & Resch, K. (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

3. 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. & Stroggilos, 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. Nikolopoulou, C., **Avramidis, E.**, & Toulia, A. (2022). FRIEND-SHIP: Βελτιώνοντας την κοινωνική συμμετοχή μαθητών πρωτοβάθμιας εκπαίδευσης μέσω ενός προγράμματος παρέμβασης. 1<sup>ο</sup> Διεθνές Συνέδριο: Εκπαίδευση στον 21<sup>ο</sup> αιώνα. Σύγχρονες προκλήσεις και προβληματισμοί 9<sup>th</sup> *Panhellenic Conference of Educational Studies*, 13-15 Μαΐου, Ιωάννινα.

2. Halbe, M., Vlachos, F., **Avramidis, E.**, & Tzivinikou, S. (2019). Visuospatial abilities and visual memory in students with dyslexia. 9<sup>th</sup> *Panhellenic Conference of Educational Studies*, 21-23 June, Athens.

3. 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.

4. 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.

## **CONFERENCE PRESENTATIONS**

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### *International conferences*

1. Toulia, A. Strogilos, V. & **Avramidis, E.** (2021). Peer Tutoring as a Means to Inclusion: A Collaborative Action Research Project. European Educational Research Association, Geneva, Switzerland, 6-10 September.

2. Alves, S., Hassani, S., **Avramidis, E.** & Schwab, S. (2021). Examining the Effects of the Circle of Friends in Promoting the Social Participation of Students: A Research Synthesis. European Educational Research Association, Geneva, Switzerland, 6-10 September.

3. **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.

4. **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.

5. 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.
6. 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.
7. 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.
8. **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.
9. **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.
10. **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.
11. 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.
12. Strogilos, V. & **Avramidis, E.** (2016). 'Understanding Inclusion in Diverse Settings: Support Services and Collaboration.' American Educational Research Association, Washington, DC, 8-12 April.
13. 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.
14. **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.
15. **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.

16. **Avramidis, E.** (2012). 'School cultures and teachers' attitudes towards inclusion.' European Educational Research Association, Cadiz, Spain, 18-21 September.
17. Vlachos, F., **Avramidis, E.**, Dedousis, G., Katsigianni, E., Ntalla, I. & Giannakopoulou, M. (2012). 'Incidence and gender differences for handedness among Greek adolescents.' 13<sup>th</sup> Biennial Conference of the European Association for Research on Adolescence. Spetses, Greece, 29 August – 1 September.
18. 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.' 13<sup>th</sup> Biennial Conference of the European Association for Research on Adolescence. Spetses, Greece, 29 August-September.
19. **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.
20. **Avramidis, E.** (2010). 'Social Participation of pupils with Special Educational Needs in British mainstream primary schools.' EMSENIC conference, London, UK 24-25 July.
21. **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.
22. Bayliss, P. & **Avramidis, E.** (2008). 'Common practice for inclusion: Educational borrowing in Greece?' 10<sup>th</sup> International conference on Education, Athens Institute for Education and Research, (AT.IN.E.R.), Athens, 26-29 May.
23. **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.
24. 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.
25. **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.
26. 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.
27. **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.
28. **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.

29. **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.

30. **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.

31. **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.

32. Bayliss, P. & **Avramidis, E.** (2002). ‘Bridging the Gap: research methodologies in special education.’ 4<sup>th</sup> International conference on Education, Athens Institute for Education and Research, (AT.IN.E.R.), Athens 24-26 Μόνη.

33. **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.

34. **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.

35. 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.

36. **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. Toulia, A. & **Avramidis, E.** (2022). Peer tutoring as a means to inclusion of students with special educational needs and/or disabilities: An action research study. International Conference on Education, “Education on the 21st century: Current challenges and issues”, Ioannina, Greece, 13-15 May.

2. Avramidis, E., Nikolopoulou, X. & Toulia, A. (2022). FRIEND-SHIP: Improving the social participation of students in primary schools through the implementation of an intervention programme. International Conference on Education, “Education on the 21<sup>st</sup> century: Current challenges and issues”, Ioannina, Greece, 13-15 May.

3. Halmpe, M., Vlachos, F., **Avramidis, E.**, Tzivinikou, S. (2019). Visuospatial abilities and visual memory in students with dyslexia. 9<sup>th</sup> Panhellenic Education Conference, Athens 21-23 June.
4. **Avramidis, E.** & Aroni, K. (2016). Adaptation and confirmation of the psychometric structure of the Friendship Quality Scale (FQS) in a Greek student population. 5<sup>th</sup> Panhellenic Conference in Developmental Psychology, Volos, 20-23 October.
5. **Avramidis, E.** & Avgeri, G. (2016). Social participation and friendship quality of students with special educational needs in regular primary schools with resource rooms. 5<sup>th</sup> Panhellenic Conference in Developmental Psychology, Volos, 20-23 October.
6. Halmpe, M., Vlachos, F., Andreou, G. & **Avramidis, E.** (2016). An investigation into the phonological and visual-spatial memory of children with dyslexia. 5<sup>th</sup> Panhellenic Conference in Developmental Psychology, Volos 20-23 October.
7. Alevizaki, G., Vlachos, F., **Avramidis, E.** & Bonoti, F. (2016). An investigation into aspects of articulation in children with dyslexia. 5<sup>th</sup> Panhellenic Conference in Developmental Psychology, Volos 20-23 October.
8. Panagopoulou, A., **Avramidis, E.** & Stavrousi, P. (2015). Teaching Science to students with learning difficulties and intellectual disability: A review of the international literature. 9<sup>th</sup> Panhellenic Conference on the Teaching of Science and New Technologies in Education. Aristotelian University, Thessaloniki, 8-10 May.
9. Ntanopoulou, S., Papalexopoulos, P., Vavougyios D., **Avramidis, E.** (2015). Teaching electric circuits to students with learning difficulties. 9<sup>th</sup> Panhellenic Conference on the Teaching of Science and New Technologies in Education. Aristotelian University, Thessaloniki, 8-10 May.
10. **Avramidis, E.** & Thanopoulou, A. (2013). Methodological issues in the utilization of sociometric techniques to investigate the social outcomes of inclusion. 3<sup>rd</sup> Panhellenic Conference on Special Education “Dilemmas and prospects in special education” Athens, 11-14 April.
11. Petropoulou, P., Vlachos, F. & **Avramidis, E.** (2013). Investigating the balancing skills of students with dyslexia. 3<sup>rd</sup> Panhellenic Conference on Special Education “Dilemmas and prospects in special education” Athens, 11-14 April.
12. 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. 4<sup>th</sup> Panhellenic conference on Counselling Psychology, Aristotelian University, Thessaloniki 1-4 Noemvriou.
13. Aroni, K., Dermitzaki, E., Bonoti, F. & **Avramidis, E.** (2012). Feelings towards exams and academic self-efficacy of Greek students. 3<sup>rd</sup> Panhellenic Conference on Developmental Psychology of the Greek Psychological Society, Thessaloniki 17-20 May.

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

## RESEARCH SEMINAR PRESENTATIONS (INVITED SPEAKER)

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1. **Avramidis, E.** & Toulia, A. (2022) Promoting the social participation of students' with disabilities in general education: Preliminary findings from the FRIEND-SHIP intervention programme. Invited lecture at the School of Education of the University of Birmingham in the Research in Progress Seminars (RIPS) series, Birmingham, UK, 20 Ιανουαρίου 2022.

2. **Αβραμίδης, Η.** & Τουλιά, Α. (2020). “Promoting the social participation of students in primary and secondary schools in Europe”. Invited lecture in the mini conference "Digital technologies and skills in inclusive learning environments" organized by the interdisciplinary Network of Special and Intercultural Education "Include" in the framework of the European Programme on Digital Social Innovation DSI Erasmus+ (2018-1-PL01-KA204-051126), Thessaloniki, 7<sup>th</sup> November 2020.

3. **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, 2<sup>nd</sup> May.

4. **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, 9<sup>th</sup> July.

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

6. **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 Psychopedagogs of Inclusion", Thessaloniki, 10<sup>th</sup> November.

7. **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 19<sup>th</sup> September.

## TEACHING EXPERIENCE

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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 University (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). In my current post, I am currently responsible for delivering research methods modules to undergraduate and postgraduate students.

### ***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 (average cohort 27 students)
- Dissertation (MA) supervision

#### **(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 Methodology
- Statistics
- Quantitative and Qualitative Research Methods I & II

**DOCTORAL SUPERVISION**

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**Completed PhD Supervision (1<sup>st</sup> supervisor)**

- **Katerina Aroni:** “Social participation of students with moderate learning difficulties in general schools”: (completed in July 2019)
- **Anastasia Toulia:** “Peer tutoring as a means to implementing inclusion : process and efficacy”. (completed in January 2020)
- **Elena Valiakou:** “Social inclusion of women with physical disabilities in Greece” (completed in July 2021)

**Completed PhD supervision (2<sup>nd</sup> supervisor)**

- **Maria Halmpe:** “Neurocognitive subtypes of developmental dyslexia” (completed in December 2019)
- **Thomai Tsiakali:** “An Investigation of the Preferences and the Perspectives of Students with Visual Impairments on Literacy Media for Studying” (completed in July 2016)

**On-going PhD supervision (1<sup>st</sup> supervisor)**

- Katerina Nassou: “Improving the social participation of socially neglected pupils with or without SEN through the application of the revised Circle of Friends programme: An evaluation study” (commenced in 2020 - early stages)

**PhD examining**

I have been a member of the examination committee in five vivas at the University of Thessaly:

- Papanikaolaou Vagia (2021) “Institutional democratization in universities”.
- Georgiadi Ioanna (2020) “Quality of life and vocational education service quality in students with intellectual disability”
- Papazoglou Theodora (2020) “Educational robotics for teaching children with autism”

- Kougioumtzidou Eleni (2020) “Utilising digital gaming in education and its role on the development of cognitive and social skills in children: an investigation into the views of children and teachers”
- Eleftheria Beazidou (2014) “The role of social behaviour, game participation, and friendship skills in promoting the development of social relations in nursery settings”

I have been a member of the examination committee in one viva at the department of Education of the University of Southern Queensland.

- Aruna Devi (2020) “Preparing Teachers to Instruct Students with Autism in Inclusive Settings: Australian Pre-service Teachers’ and Recent Graduates’ Perspectives – An Exploratory Case Study”

## ADMINISTRATIVE & MANAGERIAL EXPERIENCE

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### **(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

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- ESRC First Grants Scheme (£175,000) awarded in June 2006 to fund research into the *Social Impacts of Inclusion on Stigmatized 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

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

## ADDITIONAL PROFESSIONAL ACTIVITIES

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- (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

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- **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](mailto:andreou@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](mailto:B.Norwich@ex.ac.uk)
- **Prof. Susanne Schwab**, Department for Teacher Education, University of Vienna, Porzellangasse 4, 1090 Wien, Austria Tel: +43-1-4277-60022, e-mail: [susanne.schwab@univie.ac.at](mailto:susanne.schwab@univie.ac.at)
- **Prof., Umesh Sharma**, School of Curriculum Teaching & Inclusive Education, Monash University, Australia, e-mail: [Umesh.Sharma@monash.edu](mailto:Umesh.Sharma@monash.edu)
- **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](mailto:v.strogilos@soton.ac.uk)