**Curriculum Vitae**

**Panagiotis Piliouras,**

**Education**

Panagiotis Piliouras is a teacher in primary education, he got a degree in mathematics and also, a master’s degree and a PhD degree ("Collaborative inquiry in science education. A discourse-oriented approach") in science education.

**Professional / Research/ Scientific Profile**

He has been working as a teacher for seventeen year, as a teacher advisor for thirteen years in primary education and also, he has been teaching for many years in higher education. Currently is been working in the position (Teacher Professional Development & Assessment) of the Scientific Counsellor in the Institute of Educational Policy.

His research interests focus on teacher’s professional development and in particular the teaching of science and mathematics in a collaborative inquiry mode, the analysis of social interaction in learning and instruction, the sociocultural perspectives in learning and development, the teacher in-service training, and the applications of educational technologies.

He has participated in several national and international conferences on Science and Mathematics Education and has published a number of papers in Greek and international scientific journals and in the proceedings of national and international conferences.

**Projects etc**

He participates or he has participated in the following projects/programs:

- Member of the Scientific Project Team for the development of the new Greek Curricula of primary and secondary general education and the training that will be carried out for them.

- Member of the Greek research team of two European transnational teacher training programs (Comenius 2.1-Socrates, 2003-05, 2004-06) in which, among others, he was responsible for writing the proposals and their financial management.

- Member of the Greek research team of the transnational program HIPST (History and Philosophy in Science Teaching - 7th Framework Program).

- Member of the project team of the IEP of the European Project PAHTWAY - "The Pathway to inquiry Based Science teaching" (SIS-CT-2010-266624).

- Head of research and consultant of teacher training in the program "Open schools in climate change and energy management", with the participation of 72 school units, which was implemented by the Municipality of Athens (2018-20).

- Manager of the acts of preparation of the new Curricula published in the Official Gazette in 2023 and of the training on them.

**Reviewer in scientific Journals**

Research in Science Education [–](http://link.springer.com/journal/volumesAndIssues/11165) Member of the editorial board

**Publications**

He has participated in several national and international conferences on Science and Mathematics Education and has published a number of papers in greek and international scientific journals and in the proceedings of national and international conferences. Representative publication are following:

Kokkotas P., Piliouras P, Malamitsa K., Stamoulis E. (2009). Teaching Physics to in-service primary school teachers in the context of the History of Science: the case of the fall of bodies.” Science and Education. [Volume 18, Number 5 / May, 2009](https://commerce.metapress.com/content/w5908640062q/?p=1ebe3e277ea64f48ab342c453db48dca&pi=0), pp. 602-629.

Piliouras P., Siakas S. & Seroglou F. (2011). Pupils Produce their Own Narratives Inspired by the History of Science: Animation Movies Concerning the Geocentric - Heliocentric Debate, *Science & Education,* V. 20, N. 7-8, 761-795.

Piliouras P. & Evaggelou O. (2012). Teachers' inclusive strategies to accommodate 5th grade pupils' crossing of cultural borders in two Greek multicultural science classrooms. *Research in Science Education, 42:329-351.*

Piliouras P., Lathouris D., Plakitsi K., Stylianou P. (2015). Collaborative action research in the context of developmental work research: a methodological approach for science teachers’ professional development. *World Journal of Education,* Vol. 5, No. 6, p.74-80.

Plakitsi, Katerina; Piliouras, Panagiotis & George, Efthimiou (2017). Discourse Analysis: A Tool for Helping Educators to Teach Science [82 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 18(1), Art. 6,

Piliouras, P., Plakitsi, K., Seroglou, F., & Papantoniou, G. (2017). Teaching Explicitly and Reflecting on Elements of Nature of Science: a Discourse-Focused Professional Development Program with Four Fifth-Grade Teachers. *Research in Science Education, 48*(6), 1221-1246.

Kokkotas P., Piliouras P., Malamitsa K., Kokkotas V., Stamoulis E., Maurogiannakis M. (2009). The Pedagogical Foundation of Science Teachers Professional Development (p. 11-50 & 137-182). In P. Kokkotas & F. Bevilacqua (eds): *Professional Development of Science Teachers: Teaching Science using case studies from the History of Science,* Publisher: Create Space e-book.

Piliouras P., Plakitsi K., Nasis G. (2015). Discourse Analysis of Science Teachers Talk as a Self-reflective Tool for promoting effective NOS teaching. *World Journal of Education*, 5 (6), p. 96-107.

Piliouras P., Ioakimidou V., Dimopoulou M., Tsolakos P., Plakitsi K. (2021). Open schools for climate protection and energy conservation programme: the school perspective. *Regional Formation and Development Studies, No. 2 (34).*

Kokkotas P., Piliouras P. (2005). Bridging History of Science and Science Education: The MAP prOject. Proceedings of the International History, Philosophy and Science Teaching Conference entitled: *“Teaching and communicating science: What the history, philosophy and sociology of science can contribute”,* 15-18/2005, University of Leeds, England.

Piliouras P., Kokkotas P. (2006). Tracing and Transforming Teachers’ Talk Companion Meanings about NOS, NOT and NOL (p. 272-282). Proceedings of the International conference of IOSTE entitled: North American - European and South American Symposium on Science and Technology Education: “*Science and Technology Literacy in the 21st Century”, held on May 31 - June 4 2006* in Nicocia, Cyprus.

Kokkotas P., Piliouras P., Malamitsa Aik., Maurogiannakis M., Stamoulis E. (2006). In-service Science Teachers’ Professional Development and the Role of New Technologies: A Literature Review (p. 171-187). In proceedings of the International conference of IOSTE entitled: North American - European and South American Symposium on Science and Technology Education: “*Science and Technology Literacy in the 21st Century”, held on May 31 - June 4 2006* in Nicocia, Cyprus.

Kokkotas P. & Piliouras P. (2007). Teaching physics to in-service primary school teachers and advisors in the context of the history of science: The design of a training curriculum on the topics of electricity and electromagnetism. In the Ninth International History, Philosophy & Science Teaching Conference, Designing and Assessing Contextual Approaches to the Teaching of Mathematics and Science entitled: “Designing and Assessing Contextual Approaches to the Teaching of Mathematics and Science”, June 24-28, University of Calgary in Calgary, Alberta, Canada.

Piliouras P. & Kokkotas P. (2007). Discourse analysis as a tool for the transformation of teachers’ talk companion meanings about NOS, NOT and NOL. In the Ninth International History, Philosophy & Science Teaching Conference, Designing and Assessing Contextual Approaches to the Teaching of Mathematics and Science entitled: “Designing and Assessing Contextual Approaches to the Teaching of Mathematics and Science”, June 24-28, University of Calgary in Calgary, Alberta, Canada.

Evangelou, O. & Piliouras, P. (2009) Examining Cultural Border Crossing in Science Teaching, Session 11-S3D-D3 (64) Migration, Teaching, and Assessment in Greece, in: Palaiologou N. (edit.), *Intercultural Education: Paideia, Polity, Demoi*, Cd-rom Proceedings of the International Conference, co-organized by the International Association for Intercultural Education (IAIE) and the Hellenic Migration Policy Institute (IMEPO), under the aegis of Unesco, Athens, June 22nd to June 26th.

Ioakeimidou V., Piliouras P., Seroglou F. (2011). Fifth grade pupils perform Brecht’s play “The life of Galileo”. Learning Science and Nature of Science through Drama (p.351-355). In the proceedings of the 11th International IHPST History, Philosophy and Science Teaching Conference entitled *“Science & Culture: Promise, Challenge and Demand”*, 1-5 July 2011, Thessaloniki, Greece.

Seroglou F., Dossis S., Kanderakis N., Koliopoulos D., Koulountzos V., Papadopoulos P., Paraskevopoulou E., Piliouras P., Tsagliotis N., Vleioras G. (2011). Developing and Using Evaluation Research Tools for Science Teaching Cases Informed by the History and Philosophy of Science (p. 687-697). In the proceedings of the 11th International IHPST History, Philosophy and Science Teaching Conference entitled *“Science & Culture: Promise, Challenge and Demand”*, 1-5 July 2011, Thessaloniki, Greece.

Plakitsi, K., Spyrtou, A., Klonari, K., Kalogiannakis, M., Malandrakis, G., Papadopo lou, P., Piliouras P. & Kolios, N. (2013). New Greek Science Curriculum (NGSC) for Primary Education: Promoting Educational Innovation Under Hard Conditions (pp. 2-7). *In electronic Proceedings of the 13 ESERA Conference,* Nicosia, Cyprus.

Plakitsi K., Kolokouri E., Nanni E., Stamoulis E., Theodoraki X., Piliouras P., Christonassi I. & Balzano E. (2013) Innovative Curricula by Expanding Designing (ICED) in Science Education (pp. 109-121). In electronic *Proceedings of the 13 ESERA Conference,* , Nicosia, Cyprus.

Piliouras, P., Ioakimidou, V., Dimopoulou, M., Aidinopoulos, V., Vlahostergiou, K., Plakitsi, K., & Seroglou F. (2019). Promoting Aspects of the Nature of Scientific Measurement during a Program about Climate and Energy Literacy in Primary Education (pp.362-372). Conference Proceedings *“Re-introducing science: Sculpting the image of science for education and media in its historical and philosophical background”,* 15th International History, Philosophy and Science Teaching Conference, July 15th – 19th.

Moskofoglou-Chionidou, M., Papageorgiou, C. D., Vamvouli, A., & Piliouras, P. (2019). The effect of verbal and illustrative representation on solving statistical problems by students in elementary school. New Trends and Issues Proceedings on *Humanities and Social Sciences*, *6*(7), 130-137.

Piliouras P., Ioakimidou V., Dimopoulou M., Tsolakos P., Plakitsi K. (2021). Open schools for climate protection and energy conservation programme: the school perspective. *Regional Formation and Development Studies, 34(*2), 167-178. ISSN 2029-9370