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TRAINING OF THE TRAINERS

TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
	Wednesday, 9 October 2024 **time 15.00-17.00**	

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
	Wednesday, 13 November 2024 **time 15.00-17.00**	

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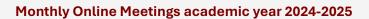UNIVERSITY OF CRETE

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Exploring the benefits of undergraduate university student's engagement on Science Outreach activities. The UoC Chemistry Outreach Group case study	**Wednesday, 11 December 2024 time 15.00-17.00** **Maria Fouskaki** email: fouskakm@uoc.gr Maria Fouskaki holds a BSc in Chemistry (UoC 1996) and a MSc in Environmental Science and Engineering (UoC 2004). She has been working in the Department of Chemistry, UoC since 1997 as a chemist, and since 2014 as a Laboratory Teaching Staff member. She is teaching the undergraduate courses Biochemistry Laboratory and Advanced Biochemistry Laboratory in the Department of Chemistry. The last years, she is co-responsible for the Chemistry Outreach Group of the Department, as well as for hosting and touring students in the Department and for organizing events for the interaction of the Department with students and the local community. She has participated in more than 15 National and European projects as a researcher or as a member of the management board. She was in charge of the Management board and participated in the Technical board of the European Project "Chain Reaction: A sustainable Approach to Inquiry Based Science Education" (2013-2016). She has participated in the organizing committee of workshops and conferences both in the field of Analytical Chemistry and for teacher education and training. He has 15 scientific publications in peer-reviewed journals, a chapter in a book, and has undertaken the translation into Greek and scientific editing of the book "Quantitative Chemical Analysis, 7th Edition" by Daniel C. Harris. Greek Title "Quantitative Chemical Analysis" Volume I 2009 and Volume II 2010, University Publications of Crete. Finally, she has participated in 15 National and International Conferences.	The Chemistry Outreach Group (COG) of the Department of Chemistry of the University of Crete is based on the voluntary participation of PhD candidates, postgraduate and undergraduate students of the department. All the above participants, under the supervision and guidance of teaching staff, implement a variety of activities addressed to students of all levels, but also to the general public. These activities include public lectures, demonstrations of chemistry experiments, implementation of hands-on workshops for children, as well as participation in children's and science festivals. The aim of the activities is to help students understand the significance of scientific research, as well as the practical and social aspects of chemistry, its history and nature, and its connection with other natural sciences. Making science more accessible for students, COG helps them to develop several skills and critical thinking, and in general enhance their scientific literacy. It turns out that apart from the students and the general public, there are multiple benefits for the university undergraduate students participating in COG. This participation appears to strengthen the bonds between undergraduate and postgraduate students/doctoral candidates in the Department of Chemistry. This interaction benefits undergraduate students by bringing them in contact with people of their age who are actively involved in scientific research, exchanging views on their studies and their future career. At the same time, the COG students develop some basic skills including communication, teamwork, organisational skills, time management, presentation of scientific concepts, and course planning. Finally, students enjoy the personal and professional satisfaction that comes from public offer of knowledge, and in general, the positive feedback from students and society.

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Artificial Intelligence in Learning and Teching a Language	**Wednesday, 15 January 2025** **time 15.00-17.00** **Zoe Gavriilidou** email: zoegab@otenet.gr Zoe Gavriilidou holds a Ph.D. from Paris XIII University (Language Sciences, Computational Linguistics). She is a professor of linguistics at Democritus University of Thrace (DUTH) and currently a Visiting Professor at the University of Chicago for the current academic year. From 2018 to 2022, she served as Vice-Rector for Academic Affairs and Student Welfare at DUTH. Previously, she was the Dean of the School of Classical and Humanities Studies and the Chair of the Department of Greek Philology at the same university. She has also served as the President of the European Association for Lexicography (Euralex) and is the Founder and Elected Director of the Linguistics Laboratory + Morphose, the Coordinator of the Network of Teaching and Learning Centers, and the head of the English-language BA Program in Hellenic Studies at DUTH.	In the context of the presentation-workshop, we will focus on the concept of Literacy in Artificial Intelligence (Yi, 2021) and future literacy (Unesco, 2021). We will then highlight in an experiential way how Artificial Intelligence can be utilized in language learning and teaching (Gavriilidou, 2024). References 1. Γαβριηλίδου, Z. (2024). Διδάσκοντας και μαθαίνοντας γλώσσα με το ChatGPT. Εκδόσεις Κριτική.2. UNESCO (2021, January 30). Futures Literacy. An essential competency for the 21st century, https://en.unesco.org/futuresliteracy 3. Yi, Y. (2021). Establishing the concept of AI literacy: Focusing on competence and purpose. Jahr – European Journal of Bioethics, 12(2), 353-368 https://doi.org/10.21860/j.12.2.8

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Philosophy for Children: Applying Techniques in a University Lecture Hall	**Wednesday, 12 February 2025 time 15.00-17.00** **Sofia Nikolidaki** email: s.nikolidaki@uoc.gr Sofia Nikolidaki is a member of the laboratory teaching staff (E.DI.P) at the University of Crete's Department of Primary Education. She has degrees from both the School of Education and the School of Philosophy at the University of Crete, along with master's degrees in Pedagogy and Teaching Methodology and Modern Philosophy. She holds a PhD in Philosophy with Children from the University of South Wales, UK, supported by an Academy of Athens scholarship. She trained as a P4C (Philosophy for Children) practitioner at the SAPERE Institute (UK) and received further training from Montclair State University (USA), Strathclyde University (Scotland), and Oslo University (Norway). She has worked for many years as a kindergarten teacher and P4C practitioner in schools in Greece and abroad. She has presented and published papers at conferences and in international scientific journals. She writes stories for both children and adults.	Philosophy for/with children is a form of applied philosophy in the classroom first introduced by Matthew Lipman, highlighting its contribution to the development of critical, creative, collaborative and caring thinking (Lipman, 2003). Gareth Matthews, also a philosopher, emphasized the philosophizing with children (1980; 2023), while Philip Cam (2020) has extensively dealt with the types of questions. What can we learn from children that can be applied in a university lecture hall? How important is the art of questioning? What role do wonder, curiosity, and reflection have in a university class, and how can they serve as motivation for further autonomous and collaborative learning among students? This seminar will present techniques from philosophy with children that have been used in practice and approach the above questions.

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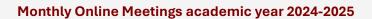| TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Artificial intelligence in higher education. An approach to emerging challenges and prospects.	**Wednesday, 12 March 2025 time 15.00-17.00** **Alexandros G. Maridakis** email: maridakis@uoc.gr Alexandros Maridakis is a member of the Laboratory Teaching Staff of the University of Cyprus. He teaches laboratory courses related to Digital Skills, Educational Technology, Digital Humanities and Geographic Information Systems (GIS). She has a postgraduate training in "Teaching of Computer Science" She has published scientific articles in conference proceedings and has participated in International Conferences, and has written teaching materials and notes for the courses and workshops she teaches. She is actively involved in the "Laboratory of Computers and Computer Applications in Humanities" of the Faculty of Philosophy, University of Athens, Greece. He is involved in the active participation in the research activities of the Faculty of Philosophy of the University of Crete. He is a certified adult trainer and trainer of the National Centre for Public Administration and Self-Government (EKDDA). At the same time, he is actively involved in the "Centre for Training and Lifelong Learning" of the University of Crete as Coordinator of the subsidized training programmes and has as scientific manager implemented important educational and training programmes, such as "Digital skills in the use and exploitation of Cloud computing applications for online production and collaboration". He has served several terms in collective bodies of the University of Crete as a member of the Academic Coordination Committee of the Teaching and Learning Support Centre, the Quality Assurance Committee of the Quality Assurance Unit (QAQU), as well as in the Senate of the University of Crete.	Artificial intelligence is rapidly entering and profoundly impacting teaching and learning methods in higher education. It also presents the potential to become a significant driver of progress and development in the academic field. By embracing the AI revolution, higher education systems have a unique opportunity to redefine the role of academic staff. Rather than viewing technology as a threat, educators should leverage AI to enhance their teaching strategies and expand their teaching methods, aligning with the broadened and diversified horizons introduced by AI.. UNESCO. (2023). Guidance for generative AI in education and research. United Nations Educational, Scientific and Cultural Organization. Wayne, H., Maya, B., & Charles, F. (2019). Artificial Intelligence in Education. Promise and Implications for Teaching and Learning. Zimmerman, M. (2018). Teaching AI: Exploring New Frontiers for Learning. International Society for Technology in Education.

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Transformative learning within the arts: benefits in Higher Education.	**Wednesday, 16 April 2025 time 15.00-17.00** **Eirini (Irene) Spanaki** **Kallia Katsampoxaki - Hodgetts** email: irespa@uoc.gr Eirini (Irene) Spanaki is Laboratory and Teaching Staff of University of Crete, in department of Sciences and Technology Studies teaching the courses "Teaching and Assessment of students with Learning Difficulties and Special Educational Needs", "School inclusion of Students with or without Special Educational Needs" and "Interculturality and Counseling in Secondary Education" in the Field of the Certificate of Pedagogy and Teaching Proficiency. She has a Master of Science of Biology of Exercise, also Master of Science of Theory, Assessment and Practice of Teaching and a PhD. in Special Education (University of Patras). Previously, she served as a member of the scientific staff of the Center of Diagnosis, Assessment, and Support of children with Special Educational Needs of Heraklion, Crete. She has a writing activity, monograph, chapters in books, and minutes in Special and General Education conferences. She has published in Greek and foreign language journals, focusing on interventional programs on children's cognitive, psychomotor and social–emotional dexterities. At the same time, she has participated in training programs for teachers for a number of years as a trainer and has participated in research programs of the Ministry of Education, in differential and inclusive education.	In developing the theory of multiple intelligences, Gardner (1990) argues for art as a kind of mental activity for which the processing of various expressive symbols is called for. Nikkhah (2011) then argued that science taught in artistic ways will create and shape the most effective policies in creative science education in the millennium. Specifically for science, he argued that transforming science through the arts can optimize science education. Contemporary researchers (Şahin & Dogantay, 2018) argue that transformative learning theory works alongside critical thinking. This theory has been developed along the lines of constructivism. Transformative learning in higher education modifies the educational process from a process of accumulating information to a practical process of processing it, with the aim of changing the meanings produced (Biggs & Tange, 2007) and is considered by several researchers to be important for higher education (Iyer- Raniga & Andamon, 2016). In addition, facilitating multimodal student representations of meaning making in the context of courses at the University of Crete, School of Science and Engineering, has brought students positive feelings and several reflections on their use in teaching their subjects. As such, students realise there are "many ways to teach and learn" (Spanaki, 2023). This is supported by multiliteracies pedagogies in Science Education (Katsampoxaki & Emvalotis, 2024; Katsampoxaki, Cope & Kalantzis, 2024) and research on the potential of learning in a "Third Space" (Gutiérrez, 2008).

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
Philosophy for all	**Wednesday, 14 May 2025 time 15.00-17.00** **Maria Kasmirli** email: m.kasmirli@gmail.com Maria Kasmirli is a postdoctoral researcher at the University of Crete, an Honorary Research Fellow at the University of Sheffield, a Life Worth Living Faculty Fellow at Yale University, and an educator at the School of European Education in Heraklion, Crete. She is a philosophy researcher and educator with extensive experience spanning from primary to higher education in Greece and the United Kingdom. She is interested in the theory and practice of philosophical inquiry as a means of teaching critical thinking and democratic citizenship to children and adults. She has developed curricula that integrate philosophical thinking into everyday educational practice. She has published works on various philosophical topics, such as meaning, communication, consent, and philosophy for children (P4C). Additionally, she has collaborated with philosophers and educators in workshops, conferences, activities, and events that promote philosophy as a tool for the cognitive-social development of children and adults and foster philosophical dialogue that raises public awareness.	All students benefit from acquiring basic philosophical skills, which foster critical thinking, promote constructive dialogue, and boost self-confidence, My presentation will explain how non-philosophers can teach these skills and incorporate them into their courses. It will draw on my wide experience of teaching philosophy, my research on philosophical pedagogy [1, 2], my popular writing [3], and my work as a Fellow of Yale University's Life Worth Living Network. [1] The paradox of philosophy for children and how to resolve it. Childhood and Philosophy, 2020. [2] Consent as a focus of inquiry in citizenship education. In The Pedagogy of the Community of Philosophical Enquiry as Citizenship Education. 2024 [3] Tools for thinking: Isaiah Berlin's two concepts of freedom. Aeon. 2019.

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TITLE	DATE & TIME OF THE EVENT LECTURER	SUMMARY
The students as equal partners: benefits in Higher Education	**Wednesday, 11 June 2025 time 15.00-17.00** **Kallia Katsampoxaki-Hodgetts** **Eirini Spanaki** email: katsampoxaki@uoc.gr Kallia Katsampoxaki-Hodgetts (BA, MEd, PhD) has been teaching English for Specific Academic Purposes at the University of Crete since 2001 and has authored three EAP/ ESP coursebooks (English for Chemistry EAP, Academic English for Biology Students and Academic English for Mathematics). Since 2019, she participated in Faculty development coordination through the "Training of the Trainers [TOTT]" initiative at the University of Crete and since 2020 she works as TOTT coordinator, which now serves as a Teaching and Learning Centre facilitating Pedagogical Professional Development interventions for Faculty at the University of Crete [https://tott.uoc.gr]. She is a member of the Erasmus plus HighEd project COALITIONS (Coaching Academics as Learners in Optimal Inclusive Networks) She is interested in genre pedagogy, Multiliteracies, Scholarship of Student Engagement, inclusive student centred pedagogies and Teacher Development in Higher Education. Kallia's research interests also include critical digital academic literacies honed in current instructional practices. Her PhD at Zaragosa University (under the supervision of Maria-Jose Luzon) is on "Digital innovation in online articles in the field of Chemistry: Implications for the teaching of genre and new academic and digital literacies". Kallia is also the founder of EAPCRETE international conference and member of the scientific and organizing committee. [https://eapcrete.wordpress.com]	The Students as equal partners approach focuses on creating equitable relationships between students and faculty. Then, to apply in practice, each lecturer can engage students in multiple ways of representation. Without providing normative or prescriptive guidelines, we will discuss a variety of practices that focus on sharing 'power' in terms of both teaching and learning (Matthews, 2017) and frame our suggestions by some theoretical underpinnings. Smith et al. (2021) consider that there are five stages that guide this process in higher education. The first stage is 'Reflection', the second stage is 'Listening', the third stage is "the third stage is 'Creating' followed by 'Implementing', and at the end the process is completed with "Evaluation". This approach demystifies the dimensions of the traditional relationship between lecturers and students, which was a relationship of 'inequality' and offers opportunities for unlimited decision-making power over the program; and its organization to the lecturers and not at all to the students. As a viable alternative, the 'Students as equal partners' approach facilitates teaching and learning through a lecturer-student partnership, with an active student role in decision-making (Manor et al., 2010). In higher education, it aims to create opportunities for mutual, transformative learning and a change in mindset with the ultimate aim of cultivating mutual partnerships in higher education (Matthews et al., 2018).