

## Maria Birbili

Professor

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 <https://www.researchgate.net/profile/Maria-Birbili>

 [https://scholar.google.gr/citations?user=a9N\\_hMQAAAAJ&hl=en](https://scholar.google.gr/citations?user=a9N_hMQAAAAJ&hl=en)

### EDUCATION

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<b>DPhil in Educational Studies</b> University of Oxford, Department of Educational Studies, UK	1995 - 1999
<b>MSc in Educational Research Methodology</b> University of Oxford, Department of Educational Studies, UK	1994 - 1995
<b>MA in Early Childhood Education, Specialist Option</b> Boston College, School of Education, MA, USA	1990 - 1991
<b>BA in Early Childhood Education</b> Technological Educational Institution, Greece	1984 - 1988

### ACADEMIC EMPLOYMENT

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<b>Professor in Early Childhood Education</b>	January 2024
<b>Associate Professor in Early Childhood Education</b> Aristotle University of Thessaloniki, School of Early Childhood Education, Greece	2019 – Jan. 2024
<b>Assistant Professor in Early Childhood Education</b> Aristotle University of Thessaloniki, School of Early Childhood Education, Greece	2007 – August 2019 (tenure obtained in Nov. 2011)
<b>Lecturer in Early Childhood Education</b> Aristotle University of Thessaloniki, School of Early Childhood Education, Greece	Oct. 2002 – Jan. 2007

<b>Junior Lecturer in Educational Research Methodology</b> University of Oxford, Department of Educational Studies, UK	Jan. 2001 – Mar. 2002
<b>Taught Data Gathering and Analysis seminar series for</b> University of Oxford, Department of Educational Studies, UK	January - March 2000
<b>Lecturer in Early Childhood Education</b> Technological Educational Institution, Department of Early Childhood Education, Athens, Greece	1991 - 1994 & 1995 - 1996

## **SCHOLARSHIPS**

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1995 - 1998	ESRC Scholarship for study at Oxford University (DPhil in Educational Studies)
1995 - 1996	Scholarship from St Anne's College (Oxford University) for study at Oxford University (DPhil in Educational Studies)
1990 - 1991	Scholarship from Gerondelis Foundation (Boston, USA) for study at Boston College (MA in Early Childhood Education)

## **TEACHING EXPERIENCE - COURSES TAUGHT**

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### *Undergraduate courses (selected)*

- Assessment in education
- Teaching methodology in ECE
- Research methodology in Psychology and Special Education
- Contemporary teaching approaches
- Curricula and planning of the educational process
- Social relations in the educational environment
- Early Childhood Issues
- Practicum I, II, VI

### *Postgraduate courses (selected)*

- Children's play and creativity (MA in Early childhood education, AUTH)
- Strategies of educational research (MSc in Educational Research Methodology, University of Oxford)

- Methods of data collection and analysis (MSc in Educational Research Methodology, University of Oxford)
- Research methodology (Master's Degree - Département de Langue et Littérature Françaises, Aristotle University of Thessaloniki - AUTH)
- Educational approaches of the transition from kindergarten to primary school (Master's Degree in Early Childhood Education, AUTH).
- Critical review and analysis of pedagogical and learning theories (Master's Degree in Environmental Education, AUTH).

*Professional Development courses (selected)*

- Teaching methodology in early childhood education
- Observation and Assessment in kindergarten

**RESEARCH PROJECTS** (selected)

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**Partner.** Erasmus + Project “Eduplay”. Coordinator: University of Cyprus. April 2025 – March 2028

**Grant holder/PI.** Research project title: “Improving young children’s question-asking competence”. Grant from: The Froebel Trust (UK) January - July 2023

**Member of the research team.** Research project title “Voicing children Opportunities Interaction Collective decision making Education (VOICE)”. Grant from: Hellenic Foundation of Research and Innovation. Scientific co-ordinator: Prof. S. Avgitidou. Aristotle University of Thessaloniki. 2021 - 2023

**Project co-ordinator.** Research project title: «*Exploring alternative practicum models in teacher education: Classroom teachers as mentors*». Grant from: AUTH Research Committee (ELKE), Aristotle University of Thessaloniki 2014 – 2015

**Research Assistant** (part-time) 2001  
University of Oxford, Institute for the Advancement of University Learning

**Research Officer** (0.6) Sep. – Dec. 2000  
University of Oxford, “Banbury Writing Project”

<b>Research Officer</b> (full-time) “Writing in the Workplace Research Project”, funded by University of Oxford. Director: Dr C. Davies	1999 - 2000
<b>Research Assistant</b> (part-time) “The Developing Expertise of Beginning Teachers” (DEBT). A joint research project run by the Universities of Oxford & Cambridge. Directors: Dr H. Hagger & Prof. D. McIntyre	1998 - 2000

### **RELEVANT PROFESSIONAL EXPERIENCE** (selected)

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<b>Co-ordinator</b> of the new national Early Childhood Curriculum Ministry of Education, Research & Religious Affairs (37/8-12-2010 & 33/8-12-2010 – European Union)	2010 – 2014
<b>Co-ordinator</b> (in collaboration) of the project “Dialogue – Communication between school and bilingual families” Funded by The Stavros Niarchos Foundation (SNF)	2010 - 2011
<b>Representative</b> of the Department of Educational Studies, University of Oxford in the ‘European Curriculum for Children of Migrant Workers’ programme (SOCRATES-COMENIUS 2.0)	2001 - 2003
<b>Co-ordinator</b> of the European Programme New Opportunities for Women (N.O.W.), Family and Child Care Centre, Athens	1991 - 1994

### **PROFESSIONAL & UNIVERSITY SERVICE** (selected)

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<b>Head of School</b> , School of Early Childhood Education, AUTH	2021 - 2023
<b>Member</b> , The Research Ethics Committee, AUTH	2023 - 2026
<b>Co-ordinator</b> , Student Practicum, School of Early Childhood Education	2019 - 2020
<b>Co-ordinator</b> , Erasmus Mundus, School of Early Childhood Education	2013 - 2021
<b>Member</b> , Advisory Committee, Aristotle University Preschool Centre	2012 - present

- Member**, Board of Directors “Cool Kids Learn” (non-profit organization), Miami, Florida, USA (www.coolkidslearn.com) 2000 - 2013
- Supervisor**, Laboratory Kindergarten, School of Early Childhood Education 2004 – 2012
- Member**, Education Committee, Aristotle University of Thessaloniki (AUTH) 2003 - 2004
- Member**, Student Practicum Committee, School of Early Childhood Education, AUTH 2002 - 2020

## **PROFESSIONAL AFFILIATIONS & COMMITMENTS**

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- EECERA country co-ordinator (in collaboration) 2019 - 2023
- Organization Mondiale de l’ Education Prescolaire (OMEP), Athens
- SKOPE - ESRC Centre on Skills, Knowledge and Organisational Performance, UK
- Visiting Research Fellow, Department of Educational Studies, University of Oxford, UK March & April 2007

## **EDITORIAL BOARDS**

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- Learning Culture and Social Interaction, Member
- Education Inquiry, Member

## **JOURNAL REFEREEING**

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- Mind, Culture and Activity
- Learning, Culture and Social Interaction
- British Educational Research Journal
- Journal of Early Childhood Research
- European Early Childhood Education Research Journal
- Early Childhood Education Journal
- Early Child Development and Care
- Early Years: An International Research Journal
- International Journal of Early Years Education
- International Journal of Early Childhood (journal of OMEP)

- International Journal of Educational Research
- Educational Research and Evaluation
- International Journal of Qualitative Methods
- Education Inquiry
- Oxford Review of Education (2001 - 2002)

## **PUBLICATIONS (selected)**

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### **Books**

Birbili, M. (2015). *Towards a pedagogy of dialogue: The importance and the role of questions in preschool education* (Rev. ed.). Thessaloniki: Sofia Publications (in Greek)

Birbili, M., Klimanoglou, S., & Vosinaki, I. (2001). *Early Childhood Education*. Athens: Pedagogical Institute. (In Greek)

### **Special Issues**

Birbili, M., & Hedges, H. (2019). Conceptualizing and researching interest/s as a learning phenomenon in contexts representing the fullness of human life [Editorial]. *Learning, Culture and Social Interaction*, 23 <https://doi.org/10.1016/j.lcsi.2019.100324>

Birbili, M. (2016). Children's play in a changing world [Editorial]. *Dialogues! Theory and Praxis in Education*, 2, 4-8. (in Greek)

### **Peer-reviewed (international) journals**

Christidou, V., **Birbili, M.**, Fragkiadaki, G., & Spyridonos, G. (2025). Back to basics: pre-service early childhood teachers' challenges in questioning to elicit children's ideas in science. *Education Inquiry*, 1–21. <https://doi.org/10.1080/20004508.2025.2518777>

Birbili, M., & Christodoulou, I. (2024). Children's question asking in early childhood education: supportive strategies and motivational contexts. *Early Childhood Education Journal* <https://doi.org/10.1007/s10643-024-01824-4>

Birbili, M. (2024). Question-asking in the Early Years: All these silent 'whys'... *The First Years: Nga- Tau Tuatahi*. *New Zealand Journal of Infant and Toddler Education*,

26(1), 29-32. <https://www.auckland.ac.nz/assets/education/research/docs/FINAL%20FYJ-Vol26-Iss1-2024.pdf>

Birbili, M. (2022). Sharing pedagogical documentation with others: exploring issues of addressivity and voice [Special issue]. *European Early Childhood Education Research Journal*, 30(2), 309-323. doi: [10.1080/1350293X.2022.2046832](https://doi.org/10.1080/1350293X.2022.2046832)

Birbili, M. (2022). Conceptual Development in Early Childhood. In *Oxford Bibliographies in Childhood Studies*. Ed. Heather Montgomery. New York: Oxford University Press. doi: [10.1093/obo/9780199791231-0254](https://doi.org/10.1093/obo/9780199791231-0254)

Birbili, M., & Hedges, H. (2022). Studying curriculum as culture: Early childhood policy documents in Greece and New Zealand. *International Journal of Early Years Education*, 30(4), 634-649. <https://doi.org/10.1080/09669760.2020.1866502>.

Birbili, M., & Myrovali, A. (2019). Early childhood teachers' relationship with the official curriculum: the mediating role of professional and policy contexts [Special Issue - Issue 2: Early Childhood Education Research in Europe]. *Education Inquiry*, 11(2), 110-125.

Birbili, M. (2019). Children's interests in the early years classroom: Views, practices and challenges [Special issue]. *Learning, Culture and Social Interaction*, 23. <https://doi.org/10.1016/j.lcsi.2018.11.006>

Kalogiannidou, A., Tsitouridou, M., & **Birbili, M.** (2019). Building an online teachers' community of practice. *Educational Journal of the University of Patras UNESCO Chair*, 6(1), 396-401.

Birbili, M. (2017). Supporting young children to ask productive questions. *Research in Practice Series*, 24(3), 1-25.

Papandreou, M., & **Birbili, M.** (2017). Not just a recreational activity: giving artmaking the place it deserves in early childhood classrooms. *Educational Journal of the University of Patras UNESCO Chair*, 4(1), 94-106.

Gregoriadis, A., Papandreou, M., & **Birbili, M.** (2016). Continuing professional development in the Greek early childhood education system. *Early Years: An International Research Journal*, 1-15.

Birbili, M., & Kontopoulou, M. (2015). Financial Education for Preschoolers: Preparing young children for the 21<sup>st</sup> Century. *Childhood Education*, 91 (1), 46-53.

Birbili, M., & Tzioga, K. (2014). Involving parents in children's assessment: lessons from the Greek context. *Early Years: An International Research Journal*, 34(2), 161-174.

Birbili, M. (2013). Developing young children's thinking skills in Greek early childhood classrooms: Curriculum and practice. *Early Child Development and Care*, 183(8), 1101-1114.

Georgopoulos, A. **Birbili, M.**, & Dimitriou, A. (2011). Environmental Education (EE) and experiential education: A promising “marriage” for Greek pre-school teachers. *Creative Education*, 2(2), 114-120.

Birbili, M., & Karagiorgou, I. (2009). *Helping children and their parents ask better questions: An intervention study*. *Journal of Research in Childhood Education*, 24(1), 18-31.

Birbili, M. (2006). Mapping knowledge: Concept maps in early childhood education. *Early Childhood Research & Practice*, 8(2). <http://ecrpauth.crc.uiuc.edu/v8n2/birbili.html>

Birbili, M. (2006). Making the case for a conceptually based curriculum to early childhood education. *Early Childhood Education Journal*, 35(2), 141-147. <https://doi.org/10.1007/s10643-006-0112-0>

Barbas, G., **Birbili, M.**, Stagiopoulos, P., & Tzivinikou, S. (2006). A pilot study of factors affecting the process of integration in Greek nursery schools. *European Journal of Special Needs Education*, 21(2), 217-226. doi: [10.1080/08856250600600950](https://doi.org/10.1080/08856250600600950)

Birbili, M. (2000). Translating from one language to another. *Social Research Update*, 31. <http://www.soc.surrey.ac.uk/sru/SRU31.html>

Davies, C., & **Birbili, M.** (2000). What do people need to know about writing in order to write in their jobs? *British Journal of Educational Studies*, 48(4), 429-445.

### **National refereed journals**

Birbili, M., & Kyriakidou, M. (2024). Risky play in the Greek kindergarten: Perspectives and practices. *Investigating the child' world (OMEP)*, 20, 87-100. <https://doi.org/10.12681/icw.35417>

Imer I., & **Birbili M.** (2021). Online educational material: For which kindergarten? *Investigating the child' world (OMEP)*, 18, 38–48. <https://ejournals.epublishing.ekt.gr/index.php/omep/article/view/30020>

Birbili, M. (2016). Educators and contemporary play: The case of popular culture toys. *Dialogues! Theory and Practice in Education*, 2, 35-51. <http://dx.doi.org/10.12681/dial.10509>

Papandreou, M., & Birbili, M. (2017). Not just a recreational activity: Giving artmaking the place it deserves in early childhood classrooms. *Educational Journal of the University of Patras UNESCO Chair*, 4(1), 94-106. doi: <https://doi.org/10.26220/une.2787>

Kontopoulou, M., Vellopoulou, A., Kampeza, M., Panagiotou, V., Psychidou, P., **Birbili, M.**, & Papandreou, M. (2014). Approaching personal and social development in the new early childhood curriculum. *Researching the world of the child*, 13, 200-210.

Birbili, M., Papandreou, M., Gregoriadis, A., & Ippeki, V. (2014). Interviews as a tool for getting to know children: Student teachers' experiences. *Erevna stin Ekpedefsi (Research in Education)*, Special Issue: «Improving teacher training in times of institutional crisis: Suggestions», 1, 32-53.

Birbili, M., & Gregoriadis, A. (2012). The role of supervising teachers in pre-service field experiences. *Pedagogiki Epitheorisi (Educational Review)*, 54, 169-179.

Georgopoulos, A., Dimitriou, A., & **Birbili, M.** (2007). Factors affecting early childhood teachers' personal theories about environmental education. *Themata Epistimon & Technologias stin Ekpedefsi (Scientific and Technological Issues in Education)*, 1(1), 59-78.

Dimitriou, A., Georgopoulos, A., & **Birbili, M.** (2006). Early childhood teachers' views and practices about the implementation of environmental programs. *Themata stin Ekpedefsi (Themes in Education)*, 1(2), 199-218.

Birbili, M. (2005). Collaborative learning in kindergarten. *Makednon*, 14, 289-303.

### **Research papers & reports (in English)**

Birbili, M. (2002). *Teaching educational research methods*. Literature review commissioned by ESCalate, University of Bristol. <http://escalate.ac.uk/resources/teachingresearchmethods/02.html>

Davies, C., & Birbili, M. (2000). *Learning to write in the workplace*. SKOPE Research Paper, no 6. ESRC Centre on Skills, Knowledge and Organizational Performance. <http://www.skope.ox.ac.uk/sites/default/files/SKOPEWP06.pdf>

## Book chapters

Birbili, M. (2023). Teachers mediating of curriculum making processes. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education*, vol. 7 (4th ed., pp. 142-148). New York: Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.03023-2>

Birbili, M., & Tsitouridou, M. (2019). Early childhood teacher education in Greece: challenges and opportunities in a centralized education system. In S. Garvis & S. Phillipson (Eds.), *Early Childhood Education in the 21st Century, Volume III* (pp. 101-116). New York, NY: Routledge.

Birbili, M., & Poufidou, I. (2019). Parent involvement in Greek early childhood education and care: the need for new policies and practices. In S. Phillipson & S. Garvis (Eds.), *Teachers' and Families' Perspectives in Early Childhood Education: Early Childhood Education in the 21st Century, Volume II* (pp. 96-109). New York, NY: Routledge.

Birbili, M., & Christodoulou, I. (2018). Early childhood care and education in Greece: looking back and moving forward. In S. Garvis, S. Phillipson & H. Harju-Luukkainen (Eds.), *International Perspectives on Early Childhood Education and Care. Early Childhood Education in the 21st Century, Volume I* (pp. 90-102). New York, NY: Routledge.

Birbili, M. (2017). The pedagogy of worksheets in early childhood settings: teachers' beliefs and practices. In A. Pinto & V. Pagnotto (Eds.), *Focus on Early Childhood Education* (pp. 85-122). New York, NY: Nova Science Publishers.

Birbili, M. (2015). The shift from factual teaching to conceptual understanding in early childhood education: challenges in lesson planning. In K. Vann (Ed.), *Early Childhood Education: Teachers' perspectives, effective programs and impacts on cognitive development* (pp. 67-92). New York, NY: Nova Science Publishers.

Gregoriadis, A., **Birbili, M.**, & Papandreou, M. (2016). Interview as a tool for getting to know children. In S. Avgitidou, M. Tzekaki, V. Tsafos (Eds.), *Student teachers observe, act and reflect: Suggestions for supporting their practicum* (vol. 2, Chapter 3, pp. 175-203). Athens: Gutenberg.

Gregoriadis, A., **Birbili, M.**, & Papandreou, M. (2016). Teacher-parent interviews. In S. Avgitidou, M. Tzekaki, V. Tsafos (Eds.), *Student teachers observe, act and reflect: Suggestions for supporting their practicum* (vol. 2, Chapter 3, pp. 205-224). Athens: Gutenberg.

Birbili, M., & Papandreou, M. (2016). «You put a mark with the mouse on the angry bird and then you move the mouse back and then you shoot»: Encouraging literacy with children's favorite toys. In E. Chontolidou, R. Tsokalidou, F. Tentolouris, A. Kiridis, K. Vakalopoulos (Eds.), *In memory of Sofronis Chatzisavvidis. Linguistic and Pedagogical Approaches* (pp. 588-609). Athens: Gutenberg.

Birbili, M. (2015). The shift from factual teaching to conceptual understanding in early childhood education: Challenges in lesson planning. In K. Vann (Ed.), *Early Childhood Education: Teachers' Perspectives, Effective Programs and Impacts on Cognitive Development* (pp. 67-92). New York: Nova Science Publishers.

Papandreou, M., Gregoriadis, A., & **Birbili, M.** (2013). Student teachers evaluate the process of assessing young children's prior knowledge during teaching practicum. In A. Androusou & S. Avgitidou (Eds.), *Teaching practicum in initial teacher training: Research approaches* (pp. 39-68). Athens: Teaching Practicum Network. (In Greek)

Birbili, M., Kamberi, E., & Mavrogiorgou, A. K. (2012). Current issues in the early years: parents' views and practices. In E. Kourti (Ed.), *Childhood and Media* (pp. 243-263). Athens: Irodotos. (In Greek)

Birbili, M., Karagiorgou, I., & Christodoulou, I. (2010). Involving preschool children in their learning: the importance of self-assessment. In D. Germanos & M. Kanatsouli (Eds.), *T.E.P.A.E. 09. Contemporary pedagogical approaches in early childhood and primary education* (pp. 123-145). Thessaloniki: University Studio Press. (In Greek)

Birbili, M. (2010). Communication, interaction and learning in the preschool classroom. In M. Moumoulidou & G. Rekalidou (Eds.), *Small groups in education* (pp. 127-145). Athens: Tipothito- Giorgos Dardanos. (In Greek)

Birbili, M., & Tsitouridou, M. (2008). Identifying children's interests and planning learning experiences: Challenging some taken-for-granted views. In P. G. Grotewell & Y. R. Burton (Eds.), *Early Childhood Education: Issues and Developments* (pp. 143-156). New York: Nova Publishers.

Birbili, M. (2005). The project approach in kindergarten. From theory to practice. In A. Georgopoulos (Ed.), *Environmental Education: The new civilization that emerges* (pp. 133-148). Athens: Gutenberg. (In Greek)

Birbili, M. (1999). Gaining access in the field: Some points of caution. In A. Massey & G. Walford (Eds.), *Explorations and Methodology. Studies in Educational Ethnography*, vol. 2. London: JAI Press.

### **Book review**

Birbili, M. (2005). Constants and contexts in pupil experience of schooling in England, France and Denmark. *European Educational Research Journal*, 4(3), 313-320.

### **Books edited**

Gourgiotou, E., Kakana, D-M., **Birbili, M.**, & Xatzopoulou, K-A. (Eds.). (2020). *Proceedings of the 2<sup>nd</sup> National Conference of the Student Practicum Network, "Teacher education and Departments of Education, 30 years after: Facing the new challenges"*. Volos: Thessaly University Editions.

Fleer, M. (2018). (Translated from English) *Play in the preschool years. From personal experiences to contemporary theories*. Thessaloniki: Θεσσαλονίκη: Sofia. [Introduction, pp. 13-24].

"The interdisciplinary approach of teaching and learning in early childhood and primary education" (2005). Proceedings of the 4<sup>th</sup> OMEP Conference, Thessaloniki, 30/31 May – 1 June 2003. Co-edited with D. Germanos, K.Bikos, E. Panagiotidou, K. Botsoglou. Athens: Ellinika Grammata.

"Parents and day care center: Let's prepare the child for school" (1994). Athens: Greek Association of Nursery Teachers.

### **Educational material**

*New National Early Childhood Curriculum* (2014). Role: **Scientific co-ordinator**. Appointed by the Greek Pedagogical Institute and the Ministry of Education and Religious Affairs. Co-funded by the European Commission (EC 33/8-12-2010).

*Teacher Guide for the new National Early Childhood Curriculum* (2014). Role: **Scientific co-ordinator**. Appointed by the Greek Pedagogical Institute and the Ministry of Education and Religious Affairs. Co-funded by the European Commission (EC 33/8-12-2010).

"Dialogos" - *School & immigrant families: Lost in translation? Material for parents and teachers*. Program funded by Stavros Niarchos Foundation (SNF). [http://www.polydromo.gr/dialogos/index\\_en.html](http://www.polydromo.gr/dialogos/index_en.html)

*European Curriculum for Children of Migrant Workers. Part 1. Curriculum for Primary School*. In collaboration with Mach, E., Bachieca, A., Bulzinetti, A., De Clercq, F.,

Kraeye, G., Mach, Z., Sayer, J. & Serafini, F. Part of the European Program SOCRATES (project nr 87271-CP-1-2000-1-PL-COMENIUS-C2). Krakow, 2003.

### **Magazines for educators**

Birbili, M. (2013) Kindergarten-family collaboration. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 94, 62-65.

Birbili, M. (2013). Towards a pedagogy of dialogue in early childhood education. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 91, 108-111.

Birbili, M. (2012). The new national early childhood curriculum: What changes? *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 89, 104-107.

Birbili, M., & Kamberi, E. (2008). The use of portfolios in kindergarten. *Sigchronon Nipiagogio (Contemporary Kindergarten)*, 63, 106-114.

### **Peer-reviewed conference proceedings (selected)**

Gregoriadis, A., Birbili, M., Papandreou, M., & Kakana, D-M. (2020). Challenges in identifying critical incidents in student practicum. In E. Gourgiotou, D-M. Kakana, M. Birbili, & K-A. Xatzopoulou (Eds.), *Proceedings of the 2<sup>nd</sup> National Conference of the Student Practicum Network, "Teacher education and Departments of Education, 30 years after: Facing the new challenges"* (pp. 74-87). Volos: Thessaly University Editions.

Birbili, M., & Papandreou, M. (2018). Creating open spaces for play and learning in the urban environment: The case of pop-up adventure play. In K. Tsoukala, D. Germanos, A. Gloumbou, G. Katsavounidou, P. Panteliadou, & P. Tombrou (Eds.), *Spaces for the child or spaces of the child? When education is crossing everyday life in the city*. Available from <https://eproceedings.epublishing.ekt.gr/index.php/childspace/article/view/1433>

Natsiou, G., **Birbili, M.**, & Tsitouridou, M. (2017). Education in science through student teachers' experience and perceptions. *Proceedings of the 9<sup>th</sup> National Conference "Science education in early childhood education: Contemporary trends and perspectives*. Crete, 27-29 May 2016.

Tsioumis, K., & **Birbili, M.** (2012). *Religious holidays in the Greek multicultural kindergarten: Teachers' perceptions*. Proceedings of the 7th National Conference of Pedagogical Society of Greece (pp. 176-184). Crete, 19-21 November 2010.

Birbili, M. (2011). *Parent workshops from the point of view of parents*. Proceedings of the 13th International Conference of AIFREF (XIII Congresso Internazionale - Association Internationale de Formation et de Recherche en Éducation Familiale). Firenze, 17-19 November 2010.

Papandreou, M., **Birbili, M.**, & Martidou, R. (2009). *Parents' perceptions of the role of kindergarten and their involvement in children's education*. Proceedings of the OMEP European Regional Meeting and Conference "Current Issues in Preschool Education in Europe: Shaping the Future" (pp. 437-452). Syros Island, 28 - 30 April 2009.

Gregoriadis, A., & **Birbili, M.** (2009). *Exploring the role of student-teacher supervisors in Greek higher education: Learning from the insiders*. Proceedings of the OMEP European Regional Meeting and Conference "Current Issues in Preschool Education in Europe: Shaping the Future" (pp. 149-164). Syros Island, 28 - 30 April 2009.

Tsitouridou, M., & **Birbili, M.** (2009). *The implementation of the new early childhood curriculum: Teachers' questions and priorities*. Proceedings of the 9<sup>th</sup> Conference of the Centre of Curriculum Development and Methodology, "A year after the implementation of the new school curricula" (pp. 199-210). Athens, 18-20 January 2008.

Gatzioura, A., Dragini, S. **Birbili, M.**, & Sarri, S. (2008). *The use of portfolios in kindergarten: The results of a pilot study*. Proceedings of the "Early Childhood Education in the 21st century: Theoretical approaches and teaching practices" Conference (pp. 290-298). Thessaloniki: Epikentro Publications.

Birbili, M., & Kamberi, E. (2007). *Holidays in the modern kindergarten: A source of pleasure or stress?* Proceedings of the "Primary education and the challenges of our times" Conference (pp. 152-159). University of Ioannina, 17-20 May 2007.

Zografou, M., Kamberi, E., & **Birbili, M.** (2006). *The use of portfolio in early childhood education*. Proceedings of the 5<sup>th</sup> OMEP Conference "Assessment in Education" (pp. 239-246). Volos, 14-16 October 2005.

Kontopoulou, M., Lazaridou, L., & **Birbili, M.** (2005). *Identifying and dealing with children's problems in kindergarten*. In the European Conference "The European Dimension of Special Education Emergence of a different profile" (pp. 228-239). Thessaloniki, 19-21 November 2004.

Birbili, M., & Tsitouridou, M. (2005). *Questioning strategies in preschool science activities: The case of Greek preschool teacher*. Proceedings of the 29th Annual ATEE Conference "Teacher Education between Theory and Practice. The End of Theory - the Future of Practice?" Agrigento, Sicily, 24-26 October 2004 (CD-ROM).

Kontopoulou, M., & **Birbili, M.** (2005). *Bridging the gap between theory and practice: Teaching with case studies*. Proceedings of the 29th Annual ATEE Conference "Teacher Education between Theory and Practice. The End of Theory - the Future of Practice?" Agrigento, Sicily, 24-26 October 2004 (CD-ROM).

Birbili, M. (2005). *Student teachers' fieldwork in the framework of the [Greek] interdisciplinary curriculum*. Proceedings of the 5<sup>th</sup> Conference "Learning and Teaching in the Knowledge Society" (pp. 521-528). Athens, 26, 27 & 28 November 2004.

Birbili, M. (2005). *Teaching prospective early childhood teachers about interdisciplinary learning*. Proceedings of the 4<sup>th</sup> OMEP Conference "The interdisciplinary approach of teaching and learning in early childhood and primary education" (pp. 271-278). Thessaloniki, 30/31 May – 1 June 2003.

Birbili, M., & Tzouriadou, M. (2004). *Combining qualitative and quantitative methods for the evaluation of learning disabilities*. Proceedings of "Psychology and Education" Conference organized by the Psychological Society of North Greece (pp. 98-111). Thessaloniki, 13-14 December 2002.

### **Invited talks**

"Children's question-asking: Encouraging independent and meaningful learning". Early Childhood seminar series, University of Auckland, **New Zealand**, 22/4/2024.

"From facts to concepts: Taking a concept-based approach to teaching in ECE". Open Lecture. Umeå University, **Sweden**, 3/10/2018.

"Doing research with children". Open Lecture. Umeå University, **Sweden**, 2/10/2018.

"Developing young children's thinking: Are we asking the right questions?" Seminar to PhD students. Umeå University, **Sweden**, 2/10/2018.

"If I can ask my own questions, I will explore the world and discover my voice". Early Childhood seminar series, University of Auckland, **New Zealand**, 19/10/2017.

*“Closing the gap between kindergarten and 1<sup>st</sup> grade through the new Curricula Frameworks: the case of Greece”*. UNESCO Chair Seminar: “Transition from kindergarten to primary school: similarities, differences, and perspectives”. University of Cyprus, **Cyprus**, 24/5/2013.

*“Key debates in the teaching of research methods”*. ESCalate Postgraduate Research Methods in Education Conference, London, **United Kingdom**, 7/6/2002.