



ANTONIOS PAPAOIKONOMOU

Date of birth: 17/01/1970 **Nationality:** Greek **Gender:** Male **Phone number:**

(+30) 6944826027 | **Email address:** papaoiko@sch.gr | **Facebook:**

<https://www.facebook.com/anthony.papaekonomou>

Address: Euaggelismou, 10, 57010, Thessaloníki, Greece (Home)

Antonios Papaoikonomou's curriculum vitae

Dr. Antonis Papaoikonomou is a graduate of the following University Departments:

- Department of English Language and Literature of the Aristotle University of Thessaloniki,
- the Department of Economics of the Aristotle University of Thessaloniki,
- the Department of Balkan, Slavic and Oriental Studies of the University of Macedonia and
- the Department of International and European Relations of the University of Macedonia.
- Department of Theology of the Aristotle University of Thessaloniki

He holds the postgraduate diplomas

- "Studies in Education" of the Hellenic Open University,
- Political Theory and Philosophy of the Department of Political Studies of the Aristotle University of Thessaloniki,
- History of Philosophy of the Department of Philosophy and Pedagogy of the Aristotle University of Thessaloniki and
- Systematic Philosophy of the Department of Philosophy and Pedagogy of the Aristotle University of Thessaloniki.
- Master of Science in Economics, Department of Economics, Aristotle University of Thessaloniki.

- Studies in Orthodox Church, Department of Social Theology, Aristotle University of Thessaloniki.

In 2011 he was awarded a doctorate of philosophy (PhD) by the Aristotle University of Thessaloniki on the centrality of the educational role in the self-perception of the individual. He has conducted six postdoctoral research on the European identity of the teacher, the political socialization of students, the socialization of Aristotle University of Thessaloniki students, the sits-in of schools as a sign of political disobedience, political education as a factor in the socialization of adolescents and the relationship between Nazi propaganda and Richard Wagner's Music. He speaks English, French, German, Italian, Spanish, Russian, Arabic, Persian and Turkish. He has served in secondary education in various positions as a teaching and administrative staff for 25 years. He has taught sociology of education, pedagogical research and teaching at the Aristotle University, the University of Macedonia, as a Teaching Staff at the Hellenic Open University and as a visiting professor in the Departments of Political Science at the Universities of Beihang in Beijing, Cairo in Egypt and Cadi Ayyad in Marrakesh. Since October 2017 he has been serving at the Aristotle University of Thessaloniki as a Special Teaching Staff.

His areas of research interest are: Educational Research, Sociology of Education and Political Sociology.

He has published 78 articles in journals. His published work deals with issues of sociology of education, political sociology and pedagogy.

He has published the books:

- Adolescents' self-perception and its formation: gender, family, school performance, self-perception. Together with Dimitris Kyritsis, Zitros Publications, ISBN: 978-960-463-116-2.
- A sociological view of the role of the teacher in the teaching practice, Kyriakidis Brothers Publications, ISBN: 978-960-467-482-4.
- School, Politics and Politicization - Theory and Research. Kyriakidis Publications, ISBN: 978-960-599-086-2.

- Aspects of socialization of the students of the Aristotle University of Thessaloniki. Together with Maria Birbili, Zygos Publications, ISBN: 978-618-5063-39-9.
- Political disobedience and education. Together with Maria Birbili, Zygos Publications, ISBN: 978-618-5063-41-2.
- Dimensions of the educational role: theory and research, Kyriakidis Publications, ISBN: 978-960-599-268-2
- Cinema and Political Propaganda, Libra Publications, ISBN: 978-618-5063-47-4.
- Political education as a factor in the politicization of young people, AMMON Publications, ISBN: 9786188487543
- The art as an expression of politics: the case of Richard Wagner, University Studio Press, ISDN: 978-960-12-2000-0
- Civic Education in the international environment, Barbounakis Editions

Postgraduate Research

- **First postgraduate research project:** Investigated the provision of foreign-language education in secondary and post-secondary vocational education (Public IEK).
- **Second postgraduate research project:** Examined the impact of social class on language use and student performance in a provincial school. The study included student interviews and a quantitative survey of 250 students. The theoretical framework was based on Bernstein's and Labov's theory of linguistic codes.
- **Third postgraduate research project (second Master's degree):** Focused on the political socialization of secondary-school students. The research followed a qualitative paradigm, specifically through interviews with 11th-grade students in the humanities track.
- **Fourth research project – "Cinema and Political Propaganda":** Investigates the role of cinema as a medium of ideological influence within the context of political philosophy. Using qualitative analytical methodology, it focuses on emblematic films employed to shape political narratives, examining their

techniques, narrative structures, and philosophical implications. The analysis combines theories of political power with aesthetic features of the medium, highlighting how cinematic form reflects or directs political positions.

- **Fifth research project – “The Influence of Music on Philosophy: The Case of Nietzsche and Wagner”:** Centered on the relationship between aesthetic experience and philosophical conception, this study explores how music shapes philosophical thought through interpretive-qualitative analysis. Nietzsche’s texts and Wagner’s music are examined in dialogical juxtaposition to identify how musical experience influences ethics, worldview, and the conceptual formation of philosophy. The study integrates philosophical analysis with musicological and cultural data.
- **Sixth research project – “The Influence of the Political and Academic Sphere on the Quality of Democracy: An Econometric Analysis of V-Dem Data”:** A quantitative study employing econometric tools to examine the relationship between institutional parameters and democratic quality across states. Using V-Dem data, the research analyzes academic freedoms, political pluralism, and institutional independence. It adopts a panel-data analysis system to identify causal correlations and propose policy-oriented interventions.
- **Seventh research project – “Divine Love: Plato and Shakespeare”:** A qualitative interpretive study contrasting Plato’s ideal of love with Shakespeare’s theatrical rendering. Through philosophical and theological analysis, it identifies convergences in the notions of the divine, love as a driving force, and redemption through relationship. The interpretation is grounded in primary texts, with emphasis on the synthesis between Greek metaphysical thought and Christian anthropology.

Academic Assistance

Coordination of postgraduate research projects within the Department of Philosophy & Pedagogy. Studies covered the full spectrum of the educational process, culminating in a large-scale research project on student politicization with a sample of **8,600 students**. Additionally, under my supervision, two-year seminar courses were conducted on questionnaire construction (digital and printed) and educational research methodology.

Doctoral Research

The dissertation aims to contribute to role theory by analyzing the relationship between “role” and “self,” while also producing applied pedagogical knowledge concerning the *centrality* of the teacher’s role—namely, the subjective importance teachers attribute to their professional role relative to their other roles. This relationship is expected to illuminate the dimension of teaching that concerns the degree of psychological engagement in one’s work, which affects motivation, performance, and productivity. Given that the teacher is the primary agent of the educational process, a system whose teaching force exhibits strong motivation and high engagement possesses the most favorable conditions for educational effectiveness.

During the doctoral research, emphasis was placed on investigating the significance teachers attribute to their role. After presenting and analyzing the concepts of self, role, and identity, the study examined the centrality of the teacher’s role in a sample of **720 teachers** across Greece.

Postdoctoral Research

- Study with a sample of **1,800 teachers** (1,200 in the first phase, 600 in the second), examining the European identity of teachers before and after the economic crisis in Greece, under the supervision of Professor Michalis Kelpanidis (Sociology of Education).
- Study with **462 philologists (PE02)** investigating their perceptions of the Ancient Greek curriculum, also under the supervision of Professor Kelpanidis.
- Study with **120 participants** examining the distribution of family roles in Greek households and its impact on student socialization.
- Study with **990 students**, supervised by Professor Theodoros Chatzipantelis (Political Science), investigating the degree of political socialization. The research explored factors shaping political attitudes, including political apathy, political self-perception, school occupations, and classroom interactions that influence political behavior.
- Study with **660 university students** at Aristotle University of Thessaloniki, supervised by Professor Chatzipantelis, examining their socialization, factors

influencing study choices, evaluation of instructors, political self-perception, and academic selection criteria.

- Study with **2,672 high-school students**, supervised by Associate Professor Vasiliki Karavakou (University of Macedonia), examining political disobedience as an outcome of political socialization. The research analyzed student–teacher interactions, systemic issues, and teacher behaviors contributing to school occupations and disruptions.
- Research in schools on the impact of the *Civics* curriculum (Social & Political Education in Grade 9, Civics in Grade 10, and *Contemporary World: Citizen and Democracy* in Grade 11) on students' political behavior.
- **Final postdoctoral research project:** Examines the function of music as an ideological instrument within Nazi propaganda, focusing on the case of Richard Wagner—a composer who profoundly influenced the aesthetic and symbolic language of the Third Reich. The methodology is qualitative, centered on discourse analysis and semiotic interpretation. Through the study of Wagner's musical and literary works and their appropriation by Nazi power, the research highlights the cultural engineering that transformed art into a tool of National Socialist indoctrination. It investigates how Wagner's musical form, mythic themes, and German Romantic ideal were integrated into the orchestration of the Nazi collective imaginary.

Articles in peer-reviewed journals (in chronological order - for the texts to be published there are corresponding certificates).

1. The degree of politicization of the students of the Secondary Education: an empirical approach in schools of Central Macedonia. *Education Sciences* 3/2017

<http://ediamme.edc.uoc.gr/index.php?id=177,0,0,1,0,0>

2. Self-esteem as a factor in the formation of the self: John Rawls's approach. *New Teacher*, April 2019.

http://neospaidagogos.online/files/12_Teyxos_Neou_Paidagogou_Aprilios_2019.pdf

3. Teachers' views on the manifestation of the economic crisis in Greece: the effect of self-serving bias. *Erkyna*, December 2016 Issue.

http://erkyna.gr/e_docs/periodiko/teyxos/teyxos-11-11_2016.pdf

4. The analysis of speech as a means of investigating the socialization policy of secondary education students. *Applied Pedagogy*, issue 7, 2016.

<http://www.elliepek.gr/documents/periodiko/seventhissue/3-papaoikonomou.pdf>

5. Occupations of schools by students as a way of unconventional political protest: an empirical approach to schools in Central Macedonia, *Dialogues*. Volume 5, 2016.

<http://ejournals.epublishing.ekt.gr/index.php/dialogoi/article/view/10419>

6. Critical factors for choosing a subject of study and self-perception: The case of AUTH students. *The step of the social sciences*, Volume Q, issue 68 Winter 2017

<http://ojs.lib.uth.gr/index.php/tovima/article/view/292>

7. The evaluation of the educational policy of Mao Zedong during the period of the Cultural Revolution, *Society Events*, *Society Events*, Issue 3, 2017.

<https://issuu.com/jimkour/docs/>

8. Propaganda as a factor in shaping Nazi educational policy. *Society Events*, *Society Events*, Issue 3, 2017.

<https://issuu.com/jimkour/docs/>

9. Self-identification of the students of the Aristotle University of Thessaloniki: studies and later work. *Scientific Yearbook of the Pedagogical Department of Kindergarten Teachers of the University of Ioannina*, Volume 11, 2018.

<https://ejournals.epublishing.ekt.gr/index.php/jret/issue/view/1026>

10. The attitudes of Secondary Education students about the different as a result of their socialization policy: an empirical approach to schools in Central Macedonia. *Papyri*, August 2017 Issue.

http://www.academy.edu.gr/files/papyri_2017_v06.pdf

11. Professional satisfaction of the teacher as a factor of self-construction: an empirical approach. Educational cycle, December 2016.

<http://journal.educircle.gr/el/arxeio-tefxon/proigoymena-teyxi/5-2017/5-1-2017/28-tomos-5-teyxos-1/19-job-satisfaction>

12. The political self-perception of young people in Europe and new forms of youth participation policy: An empirical approach. Pedagogical currents in the Aegean, Issue 4, 2016.

<http://www.pre.aegean.gr/revmata/new-issue.html>

13. School dropout as a social phenomenon in the Greek reality, Applied Pedagogy, Issue 12, 2019.

http://www.elliepek.gr/gr_html/gr_ejournal/efarmpaid_10.html

14. Students' views on their teachers: empirical research on students of the Aristotle University of Thessaloniki. Educational cycle, 2020, Issue 3.

15. The effect of the degree of professional development on the teaching practices of English language teachers: an empirical approach. Yearbook of Kindergarten Teachers of the University of Ioannina, Volume 9, Number 2, 2016.

<http://ejournals.epublishing.ekt.gr/index.php/jret/issue/view/633>

16. The teaching of English through the international survey European Survey on Language Competences (ESLC). Educational Cycle, Volume 5, Issue 3, 2017.

http://journal.educircle.gr/images/teuxos/2017/teuxos3/teyxos_5_3_9.pdf

17. The academic selection criteria (standards) of the students of the Aristotle University of Thessaloniki: Empirical approach, Educational cycle, Issue 1, 2016.

http://www.educircle.gr/periodiko/images/teuxos/2016/teuxos2/teuxos_1_8.pdf

18. Conceptual alternations of the notion of hegemony: from Gramsci's interpretation to post-hegemony. Intellect, Issue 7, 2019.

<https://onedrive.live.com/?authkey=%21AA9nUIcJVhIXs84&cid=D60DF1AF710FC282&id=D60DF1AF710FC282%21800&parId=D60DF1AF710FC282%21793&o=One>

19. Education and Educational Transformations during the Cultural Revolution in China: The Contribution of Mao Zedong, Political and Social Sciences, Issue 2, 2016.

<http://politika.inpatra.gr/issues/issue2/files/page/7.swf>

20. A sociological view of the role of the teacher: the contribution of the "ignorant teacher" by Jacques Ranciere, Philosophy, issue 14, August 2016.

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21. The Evolution of Culture and the History of Sexuality: An Attempt to Compare Norbert Elias with Michel Foucault, Philosopher, Issue 13, 2016.

[http://www.politeianet.gr/magazines/-periodika-filosofoin- teuchos-13-ianouarios-2016-254394](http://www.politeianet.gr/magazines/-periodika-filosofoin-teuchos-13-ianouarios-2016-254394)

22. The self-image of the Greek teacher in relation to his profession and his social environment: the influence of Leon Festinger's theory of cognitive dissonance. Educational cycle, Issue 2, 2016.

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23. The impact of political socialization on students 'behavior: empirical research in schools of Central Macedonia in Greece. International Journal of Educational Research Review, July, 2017.

<http://dergipark.gov.tr/download/article-file/323317>

24. Der Misserfolg Griechenlands bei den drei PISA- Unter-suchungen als Indikator für das Scheitern seiner pseudo-humanistischen Allgemeinbildung und die Ursachen des bildungspolitischen Immobilismus, Papyri, Volume 4, 2015.

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25. The European dimension of the role of the Greek teacher, Educational Sciences, Issue 3, 2015.

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26. The Professional Maturity of the Greek teacher: Empirical approach, Action Research, Issue 6, 2015.

http://www.actionresearch.gr/AR/ActionResearch_Vol6/i6p8.pdf

27. Pupils 'Unconventional Political Demonstration as a Result of their Political Socialization: Empirical Approach in Sec-ondary Schools of Central Macedonia, Global Journal of HU-MAN-SOCIAL SCIENCE: Political Science Volume 15 Issue 3 Version 1.0 Year 2015.

https://globaljournals.org/GJHSS_Volume15/2-Pupils-Unconventional-Political-Demonstration.pdf

28. Political apathy among adolescent Greek pupils: empirical research, Papyri, Scientific Journal, 4, 2015.

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29. The politicized protest in the context of the political socialization of secondary school students Education: an empirical approach to schools in Central Macedonia, Pedagogical Theory and Practice, Issue 8, December 2015.

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31. The Attitudes of Secondary Education Students towards the Functioning of Student Communities, Research in Education, Volume 4, November 2015.

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35. Social origin and linguistic differentiation: A case study of a provincial school, Pedagogical Theory and Practice, Issue 7, 2014.

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36. The formation of the European Identity in the framework of the European Educational Policy: the case of the Bologna process, Educational cycle, Issue 2, Volume 2, 2014.

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42. The distribution of family roles in the Greek family and its effect on the socialization of children. Empirical approach, Educational, 107-108, 2013.

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43. The commitment of public and private educators in their role, together with Dimitris Kyritsis, Pedagogical Review, Issue July 2012.

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44. The school performance and self-perception of adolescents' school ability as a result of their commitment to their student role, Contemporary Education, Issue 170, 2012.

45. The commitment of adolescents to their student role-task and the factors that shape it, together with Dimitri Kyritsi, Scientific Yearbook of the University of Ioannina Issue June 2012.

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47. Symbolic Interactionism and Education, Philosophy and Education, July 2012 Issue.

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48. Public school and foreign language teaching: Problems and perspectives, Teachers, 105-106, 2012.

http://www.taekpaideutika.gr/ekp_105-106/17.pdf

49. Teachers' views on the desired way Political decision-making: National and European identity. Applied Pedagogy, Issue 5.

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50. Greek student's politicization: empirical research in schools of central Macedonia in Greece. International Journal of Academic Research in Education, March 2017.

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51. Civic Education in Greek Educational System: Empirical Approach in Schools of Central Macedonia of Greece. The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2018 Volume 11, Pages 10-19

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Additional Contribution

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