

Curriculum Vitae

PERSONAL INFORMATION

Charalampous, Kyriakos

Date of birth: 13/07/1982

Nationality: Cypriot

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Address: P. Anagnostopoulou, 60a, 4152, Limassol, Cyprus

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EDUCATION

- 2014 Doctor of Philosophy in Educational Psychology (Ph.D.). Democritus University of Thrace, School of Educational Sciences, Department of Primary Education, Greece.
PhD Supervisor: Constantinos M. Kokkinos
- 2007 Master's in Educational Psychology (M.Ed.). Indiana University of Pennsylvania, Department of Education, USA.
- 2006 Bachelor's in Elementary Education. Democritus University of Thrace, School of Educational Sciences, Department of Primary Education, Greece.

GRANTS, FELLOWSHIPS AND AWARDS

- 2025 Recipient of internal research grant from the University of Cyprus (€60.000)
- 2024 Top-Viewed Article Award – Psychology in the Schools journal
Honored for being among the most read newly published articles in the journal between January–December 2023
- 2017 – 2019 Recipient of internal research grant from the University of Cyprus (€48.000)
- 2008 – 2014 Graduation with honors from Ph.D. program
- 2010 – 2011 Nominated for 2011 Best American Educational Research Association (AERA) Paper Award
- 2008 – 2009 Recipient of the International Travel Award from the American Educational Research Association (AERA)
- 2006 – 2007 Graduation with Honors from Master's program
- 2006 – 2007 Fulbright Scholarship (CASP) recipient

2005 – 2006 Graduation with Honors from Bachelor's program

2004 – 2005 Foundation of Public Scholarships (Greece) for academic performance

RESEARCH APPOINTMENTS AND PROJECTS

April 2025 - present Successful research proposal co-author (€60.000) with Dr. Charalampos Charalampous and Dr. Elpida Keravnou
Research project: “Developing and Evaluating an AI-Supported Differentiated Teaching Protocol to Support Teaching and Learning of Primary School Algebra (AI-DTP)”

September 2020 - Senior Researcher, United Nations Development Program
June 2025 *Research project: “Prevalence, correlates, and prevention of conventional bullying in schools and cyberbullying”*

September 2017 - Successful research proposal author (€48.000) and research coordinator
June 2020 with Dr. Stelios Georgiou and Dr. Panayiotis Stavrinides, Developmental Psychology Lab, University of Cyprus
Research project: “The Mediating Role of Personal Vulnerability Factors on the Effect of Bullying on Adolescents’ Psychopathology when Accounting for Ecological Factors: A Social-Ecological Diathesis-Stress Model”

September 2018 - Research Coordinator, National Gambling Authority
May 2019 *Research project: “Building a healthy future: Learning to control my behavior”.*

September 2015 - Post-doctoral Fellow, Developmental Psychology Lab, University of
August 2017 Cyprus
Research Project: “Parameters of bullying and cyber-bullying in childhood and adolescence: A longitudinal study.”

ACADEMIC INSTRUCTION ACROSS INSTITUTIONS

October 2024 - present Special Teaching Staff, Neapolis University
DPSYC503: Learning: Theoretical Approaches and Educational Applications
DPSYC505: Personality: Theoretical Approaches and Evolutionary Course
DPSYC610-1: Independent Research Study

January 2024 - Special Teaching Staff, University of Cyprus
May 2024 *EDU 683: Educational Statistics with Statistical Packages Applications*
Special Teaching Staff, Theological School of the Church of Cyprus

APC 518: Statistics

September 2023 - Special Teaching Staff, Theological School of the Church of Cyprus
December 2023 *APC512: Ethics and Research Methodology*

September 2019 - Special Teaching Staff, Neapolis University, Cyprus
June 2023 *DPSYC607: Research Methods and Statistical Analysis*
DPSYC602: Literacy and Language Development
DPSYC505: Personality: Theoretical Approaches and Evolutionary Course
DPSYC503: Learning: Theoretical Approaches and Educational Applications

September 2018 - Special Teaching Staff, Department of Psychology, University of Cyprus
May 2019 *PSYCH701: Psychology of Instruction*
PSYCH602: Post-doctoral seminar: Advanced Topics in Psychology

September 2017 - Special Teaching Staff, Frederick University
May 2018 *DLSPE503: Research Methods*
Special Teaching Staff, Cyprus University of Technology
MGA541: Research Methods
Special Teaching Staff, University of Cyprus
PSYCH630: Contemporary Theories of Human Development

September 2016 - Special Teaching Staff, University of Cyprus
May 2017 *Course title: Educational Psychology*

September 2014 - Special Teaching Staff, Cyprus University of Technology
December 2015 *CIS501: Learning and Communication Theories*

June 2011 - Special Teaching Staff, European University Cyprus
July 2012 *EDG323: Educational Evaluation and Measurement*

PUBLICATIONS IN PEER-REVIEWED JOURNALS

1. **Charalampous, K.**, Stavrinides, P., & Georgiou, S. (in press). Cross-lagged association between parenting styles and internalizing problems: untangling sex and grade-level differences. *Journal of Early Adolescence*.
2. Georgiou, S. N., & **Charalampous, K.** (2024). Parental styles and adolescent externalizing problems: A cross-lagged model examining the direction of influence. *Psychology in the Schools*, 61, 190-204. <https://doi.org/10.1002/pits.23046>
3. **Charalampous, K.**, Tantaros, S., Georgiou, St. & Stavrinides, P. (2022). Does paternal acceptance buffer the effect of maternal rejection on victimization in early adolescents? A short-term longitudinal study. *Psychology: The Journal of the Hellenic Psychological Society*, 27, 8-20. https://doi.org/10.12681/psy_hps.31753

4. Demetriou, C., **Charalampous, K.**, Uzun, B., & Essau, A. C. (2022). Validation of the Inventory of Parent and Peer Attachment in Cypriot Clinical and non-Clinical Adolescents. *Journal of Child and Family Studies*, *21*, 2756-2768. <https://doi.org/10.1007/s10826-02202326-w>
5. Markou, M., **Charalampous, K.**, Tantaros, S., & Stavrinides, P. (2022). Childhood peer victimization, identity diffusion and disordered eating behaviors in emerging adults. *Emerging Adulthood*, *10*, 667-678. <https://doi.org/10.1177/21676968211020565>
6. Georgiou, St., **Charalampous, K.**, & Stavrinides, P. (2022). Moral disengagement and bullying at school: Is there a gender issue?, *International Journal of School & Educational Psychology*, *10*, 395-407. <https://doi.org/10.1080/21683603.2020.1859421>
7. **Charalampous, K.**, Georgiou, S., Demetriou, C., Tricha, L., Nikiforou, M., & Stavrinides, P. (2021). Comparing short-term growth in traditional and cyber forms of bullying in early and mid-adolescent students. *European Journal of Developmental Psychology*, *18*(3), 412-428. <https://doi.org/10.1080/17405629.2020.1798754>
8. **Charalampous, K.**, Ioannou, M., Georgiou, St. & Stavrinides, P. (2021). Cyberbullying, psychopathic traits, moral disengagement and school climate: The role of self-reported psychopathic levels and gender. *Educational Psychology: An International Journal of Experimental Educational Psychology*, *41*, 282 - 301. <https://doi.org/10.1080/01443410.2020.1742874>
9. Georgiou, S. N., **Charalambous, K.**, & Stavrinides, P. (2021). The mediating effects of adolescents' internalizing and externalizing problems on the relationship between emotion regulation, mindfulness and bullying/victimization at school. *School Psychology International*, *42*(6), 657–676. <https://doi.org/10.1177/01430343211035420>
10. Georgiou, S. N., **Charalambous, K.**, & Stavrinides, P. (2020). Mindfulness, impulsivity, and moral disengagement as parameters of bullying and victimization at school. *Aggressive Behavior*, *46*(1), 107-115. <https://doi.org/10.1002/ab.21876>
11. **Charalampous K.**, Ioannou, M., Stavrinides, P., & Georgiou, St. (2019). The integrative model of multiple attachment relationships in adolescence: Linkages to bullying and victimization. *International Journal of Developmental Science*, *13*, 3–17. <https://doi.org/10.3233/DEV-180249>
12. Stylianou, If., **Charalampous, K.**, & Stavrinides, P. (2019). Psychopathic Traits and Adolescents' Delinquency: A Short-Term Longitudinal Study. *European Journal of Developmental Psychology*. *16*, 417- 432. <https://doi.org/10.1080/17405629.2018.1438887>
13. **Charalampous, K.**, Stavrinides, P., Georgiou, St., & Giasemidou, P. (2019). Is there a psychopathic element in adolescent drinking: A longitudinal study. *European Journal of Developmental Psychology*, *16*, 47-65. <https://doi.org/10.1080/17405629.2017.1334547>

14. **Charalampous, K.**, Demetriou, C., Loukia, Tr., Ioannou, M., Georgiou, St. & Stavrinides, P. (2018). The effect of parenting style on bullying and cyber bullying behaviors and the mediating role of peer attachment relationships: A longitudinal study. *Journal of Adolescence*, 64, 109-123. <https://doi.org/10.1016/j.adolescence.2018.02.003>
15. **Charalampous, K.**, & Kokkinos, C. M. (2018). The structure of pre-adolescents' perceptions of their teacher's interpersonal behaviours and their relation to pre-adolescents' learning outcomes. *Educational Studies*, 44, 164-189. <https://doi.org/10.1080/03055698.2017.1347492>
16. **Charalampous, K.** (2018). The 2 × 2 achievement goal framework in preadolescents: Factorial and dimensional endorsement in the Greek elementary context. *Education Research Journal*, 8, 21-32.
17. Stavrinides, P., Fanti, K., **Charalampous, K.**, Demetriou, C., Hadjicharalambous, M. Z., & Solomontos-Kountouri, O. (2018). Contemporary Perspectives on Aggressive Behavior: Exploring Trends across the Lifespan--Brief Report on the 22nd Workshop on Aggression, 2017, Limassol, Cyprus. *International Journal of Developmental Science*, 12, 169-171. <https://doi.org/10.3233/DEV-189002>
18. **Charalampous, K.**, & Kokkinos, C. M. (2017). The Greek elementary "What Is Happening In this Class?" (G-EWIHC): A three-phase multi-sample mixed-methods study. *Studies in Educational Evaluation*, 52, 55-70. <https://doi.org/10.1016/j.stueduc.2016.12.005>
19. **Charalampous, K.**, & Kokkinos, C. M. (2017). "What is Happening in This Class?": A qualitative cross-cultural examination in elementary classrooms. *Journal of Research in Childhood Education*, 31, 379-400. <https://doi.org/10.1080/02568543.2017.1310153>
20. **Charalampous, K.**, & Kokkinos, C. M., Apota, E., Iliadou, A., Iosifidou, M., Moysidou, S., & Vriza, E. (2016). Pre-adolescents' representations of multiple attachment relationships: the role of perceived teacher interpersonal behaviour. *Learning Environments Research*. 19, 63-86. <https://doi.org/10.1007/s10984-015-9196-z>
21. **Charalampous, K.**, & Kokkinos, C. M. (2015). Classroom psychosocial climate: Conceptual content, theoretical underpinnings, measurement instruments and effect on students learning outcomes [Το ψυχοκοινωνικό κλίμα της τάξης: Εννοιολογικό περιεχόμενο, θεωρητικό υπόβαθρο, εργαλεία μέτρησης και επίδραση στα μαθησιακά επιτεύγματα των μαθητών]. *Preschool and Primary Education*. <https://doi.org/10.12681/ppej.160>
22. **Charalampous, K.**, & Kokkinos, C. M. (2014). Students' Big three personality traits, perceptions of teacher interpersonal behavior and academic achievement: An application of the Reciprocal Causation Model. *Communication Education*, 63, 235-268. <https://doi.org/10.1080/03634523.2014.917688>

23. **Charalampous, K.**, Kokkinos, C. M., & Panayiotou, G. (2013). The Family Environment Scale: Resolving psychometric problems through the examination of a Greek translation. *The International Journal of Educational and Psychological Assessment*, 13, 81-99.
24. **Charalampous, K.**, & Kokkinos, C. M. (2013). The Model of Interpersonal Teacher Behavior: A qualitative cross-cultural validation within the Greek elementary education context. *British Educational Research Journal*, 39, 182-205.
<https://doi.org/10.1080/01411926.2011.617437>
25. Kokkinos, C. M., Panayiotou, G., **Charalampous, K.**, Antoniadou, N. & Davazoglou, A. (2010). Greek EPQ-J: Further support for a three-factor model of personality in children and adolescents. *Journal of Psychoeducational Assessment*, 28, 259-269.
<https://doi.org/10.1177/0734282909351023>
26. Kokkinos, C. M., **Charalampous, K.**, & Davazoglou, A. (2010). Primary school teacher interpersonal behavior through the lens of students' Eysenckian personality traits. *Social Psychology of Education*, 13, 331-349. <https://doi.org/10.1007/s11218-009-9111-5>
27. Kokkinos, C., M., **Charalampous, K.**, & Davazoglou, A. (2009). Interpersonal teacher behavior in primary school classrooms: A cross-cultural validation of a Greek translation of the Questionnaire on Teacher Interaction. *Learning Environments Research*, 12, 101-114. <https://doi.org/10.1007/s10984-009-9056-9>
28. Kokkinos, C. M., **Charalampous, K.**, & Davazoglou, A. (2008). The psychometric properties of the Greek Questionnaire on Teacher Interaction (G - QTI). *International Journal of Psychology*, 43, 1-167.

PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. **Charalampous, K.**, Tantaros, S., Mastellou, E. S., Georgiou, S., Stavrinides, P. (2024, May). *Exploring Parenting Dynamics: Longitudinal Insights into Adolescents' Adjustment and Perceptions*. Symposium presented at the conference of the European Association for Research on Adolescence, Limassol, Cyprus.
2. **Charalampous, K.**, & Stavrinides, P., (2024, May). *The mediating role of parenting style on the association between psychopathic traits and conduct problems: Is it the same for both female and male adolescents?* Paper presented at the international conference of the Society for the Scientific Study of Psychopathy, Paphos, Cyprus.
3. **Charalampous, K.**, Tantaros, S., & Stavrinides, P. (2022, August). *The effect of parental attachment on bullying and cyber bullying behaviours and the mediating role of peer attachment relationships: A longitudinal study*. Paper presented at the conference of the European Association for Research on Adolescence, Dublin, Ireland.
4. Stavrinides, P., **Charalampous, K.**, & Tantaros, S., (2022, August). *Longitudinal associations between paternal and maternal rejection and bullying/victimization for early*

adolescent students: The role of students' gender. Paper presented at the conference of the European Association for Research on Adolescence, Dublin, Ireland.

5. **Charalampous, K.**, Ioannou, M., Georgiou, St. & Stavrinides, P. (2021, November). *Cyberbullying, psychopathic traits, moral disengagement and school climate: The role of self-reported psychopathic levels and gender (2).* Paper presented at the World Anti-bullying Forum. Stockholm, Sweden.
6. **Charalampous, K.**, Ioannou, M., Georgiou, S., & Stavrinides, P. (2019, June). *Cyberbullying, psychopathic traits, moral disengagement and school climate: The role of self-reported psychopathic level and gender.* Paper presented at the World Anti-bullying Forum. Dublin, Ireland.
7. **Charalampous, K.**, Ioannou, M., Stavrinides, P., & Georgiou, St. (2018, November). *Investigating impulsivity and emotion regulation as parameters affecting long-term victimization and its effects on psychopathology.* Paper presented at the 23rd Workshop on Aggression, Berlin, Germany.
8. Stavrinides, P., Ioannou, M., **Charalampous, K.**, & Georgiou, St. (2018, November). *Mindfulness: A blessing or a curse?* Paper presented at the 23rd Workshop on Aggression, Berlin, Germany.
9. **Charalampous, K.** (2018, April). *The perceived learning environment's effect on students' learning outcomes: The role of students' cognitive-motivational characteristics.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
10. **Charalampous, K.**, Ioannou, M., Georgiou, St. & Stavrinides, P. (2017, November). *Bullying in schools: A multilevel approach.* Four-paper symposium presented at the 22nd Workshop on Aggression, Limassol, Cyprus.
11. Stylianou, I., Stavrinides, P., **Charalampous, K.**, & Ioannou, M. (2017). *The Relation between Cyberbullying and Bullying at School: Risk and Protective Factors.* Paper presented at the 22nd Workshop on Aggression, Limassol, Cyprus.
12. Σταυρινίδης, Π., **Χαραλάμπους, Κ.**, Ιωάννου, Μ., & Γεωργίου, Σ. Ν. (2017). *Η αλληλεπίδραση μεταξύ βιολογικών και σχολικών παραμέτρων του σχολικού εκφοβισμού [The interaction between biological and school parameters of school bullying].* Paper presented at the 2nd Panhellenic conference on School Psychology, Volos, Greece.
13. Ιωάννου, Μ., **Χαραλάμπους, Κ.**, Γεωργίου, Σ. Ν., & Σταυρινίδης, Π. (2017). *Η ενσυνειδητότητα ως προστατευτικός μηχανισμός της ανάπτυξης ψυχοπαθολογίας μετά από εμπειρίες θυματοποίησης [Mindfulness as a protective mechanism for psychopathology development after being victimized].* Paper presented at the 2nd Panhellenic conference on School Psychology, Volos, Greece.

14. Γεωργίου, Σ. Ν., Ιωάννου, Μ., **Χαραλάμπους, Κ.**, & Σταυρινίδης, Π. (2017). *Ηθική αποδέσμευση: ο ρόλος της στην κατανόηση του σχολικού εκφοβισμού [Moral disengagement: Its role in understanding school bullying]*. Paper presented at the 2nd Panhellenic conference on School Psychology, Volos, Greece.
15. **Χαραλάμπους, Κ.**, Ιωάννου, Μ., Σταυρινίδης, Π., & Γεωργίου, Σ. Ν. (2017). *Το ενωποιητικό μοντέλο αναφορικά με τις πολλαπλές σχέσεις με ενηλίκους σε έφηβους μαθητές και η σχέση του με συμπεριφορές εκφοβισμού/ θυματοποίησης [The integrative model of multiple attachment relationships in adolescence: its relation bullying/victimization]*. Paper presented at the 2nd Panhellenic conference on School Psychology, Volos, Greece.
16. Stavrinides, P., **Charalampous, K.**, Demetriou, K., Tricha, L., Nikiforou, M., & Georgiou, St (2017, May). *The effect of parenting style on bullying and cyber bullying behaviors and the mediating role of peer attachment relationships: A longitudinal study*. Paper presented at the World Anti-bullying Forum. Stockholm, Sweden.
17. **Charalampous, K.**, Stavrinides, P., Demetriou, K., Tricha, L., Nikiforou, M., & Georgiou, St (2017, May). *Comparing short-term growth in conventional and cyber forms of bullying in early adolescent students*. Paper presented at the World Anti-bullying Forum. Stockholm, Sweden.
18. **Charalampous, K.**, Stavrinides, P., Ioannou, M., Stylianou, If., & Georgiou, St. (2016, November). *Conventional and cyber forms of bullying and victimization in late childhood and adolescence*. Four paper symposium presented at the 21st Workshop on Aggression, Oradea, Romania
19. **Charalampous, K.** (2015, August). *The 2 × 2 achievement goals framework in preadolescents: Actual endorsement and relation to cognitive and affective learning outcomes*. Paper presented at the Junior Researcher conference of the European Association on Learning and Instruction, Limassol, Cyprus.
20. **Χαραλάμπους, Κ.** (2015, May). *Η επίδραση της διαδικασίας χορήγησης στα εργαλεία μέτρησης των παραμέτρων του μαθησιακού περιβάλλοντος της τάξης: Ο ρόλος της αξιολογικής κουλτούρας [The effect of the administration procedure on instruments measuring the classroom environment: The role of the evaluation culture]*. Paper presented at the conference of the Hellenic Psychological Society, Nicosia, Cyprus.
21. **Charalampous, K.**, & Kokkinos, C. M. (2015, April). *The Greek elementary “What Is Happening in This Class?” (G-EWIHC): A three-stage multi-sample mixed-methods study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
22. **Charalampous, K.**, & Kokkinos, C. M., Apota, E., Iliadou, A., Iosifidou, M., Moysidou, S., & Vriza, E., (2014, April). *Teacher interpersonal relations in the classroom: The role of students’ attachment experiences*. Paper presented at the annual Meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

23. **Charalampous, K.**, & Kokkinos, C. M. (2011, January). *A cross-cultural adaptation of the Questionnaire on Teacher Interaction for Greek elementary students with the application of a mixed-methods approach*. Paper presented at the 24th International Congress for School Effectiveness and Improvement, Limassol, Cyprus.
24. **Charalambous, K.**, & Kokkinos, C. M. (2011, April). *The model of interpersonal teacher behavior: A qualitative cross-cultural validation within the Greek elementary education context*. Paper presented at the annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
25. **Χαραλάμπος, Κ.**, & Κόκκινος, Κ. Μ. (2011, May). *Τι Συμβαίνει σ' αυτήν την Τάξη: Προσαρμογή και ψυχομετρικά χαρακτηριστικά ενός εργαλείου μέτρησης του ψυχοκοινωνικού κλίματος της τάξης με μαθητές δημοτικού σχολείου [What is Happening in This Class: Adaptation and psychometric properties of an instrument measuring the classroom psychosocial climate in elementary classrooms]*. Paper presented at the conference of the Hellenic Psychological Society, Athens, Greece.
26. **Charalampous, K.**, Kokkinos, C. M., & Panayiotou, G. (2010, July). *A confirmatory cross – cultural investigation of the dimensionality of the Family Environment Scale*. Paper presented at the 7th Conference of the International Test Commission, Hong Kong.
27. **Charalampous, K.**, Kokkinos, C. M., & Davazoglou, A. (2010, April). *Students' Big three personality traits, perceptions of teacher interpersonal behaviour and academic achievement: An application of the reciprocal causation model*. Paper presented at the international Conference on Interpersonal Relationships in Education, Boulder, Colorado.
28. Κόκκινος, Κ. Μ., **Χαραλάμπος Κ.**, & Δαβάζογλου, Α. (2009, May). *Προσωπικότητα μαθητών, διαπροσωπική συμπεριφορά εκπαιδευτικού και σχολική επίδοση μαθητών δημοτικού σχολείου [Students' personality, teacher's interpersonal behavior and academic achievement]*. Paper presented at the conference of the Hellenic Psychological Society, Volos, Greece.
29. Kokkinos, C. M., **Charalampous, K.**, & Davazoglou, A. (2009, April). *To what extent do student personality traits impact on their perceptions of teacher interpersonal behavior?* Paper presented at the annual Meeting of the American Educational Research Association, San Diego, California.
30. Kokkinos, C. M., **Charalampous, K.**, & Davazoglou, A. (2008, July). *The psychometric properties of the Greek Questionnaire on Teacher Interaction Primary (G – QTIP)*. XXIX Paper presented at the International Congress of Psychology, Berlin.
31. Kokkinos, C. M., **Charalampous, K.**, Antoniadou, N., Panayiotou, G., & Davazoglou, A. (2008, July). *Greek J – EPQ: A reevaluation of its psychometric properties and factor structure 20 years after its standardization*. Paper presented at the 14th European Congress of Personality, Tartu, Estonia.

SUPERVISION OF GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS

2017 – 2023 Co-supervision and training of graduate and doctoral students, and young scholars
Developmental Psychology Lab, University of Cyprus

ORGANISATION OF SCIENTIFIC MEETINGS

2017 Organizing committee of the 22nd Workshop on Aggression. Cyprus
<https://sites.google.com/view/22nd-workshop-aggression-2017/>
[home](#)

2024 Scientific committee of the European Association for Research on Adolescence
<https://cyprusconferences.org/eara2024/>

REVIEWING ACTIVITIES

2012 – 2026 Serving as a reviewer for the following international peer-reviewed journals:
Journal of Educational Psychology
International Journal of Bullying Prevention
Journal of Adolescence
Learning and Individual Differences
British Journal of Educational Psychology
Learning Environments Research
International Journal of Developmental Science
Computers in Human Behavior
Child and Adolescent Mental Health
PLOS ONE
Humanities and Social Sciences Communications

SCIENTIFIC SOCIETIES MEMBER

2023 – present Member, European Association for Research in Adolescence
2017 – 2021 Associate Member, International Workshop on Aggression
2013 – 2021 Member, Greek Psychological Association
2010 – 2020 Member, American Educational Research Association

SELECTED SEMINARS – COURSES

2025 Artificial Intelligence in Education, 21 hour program, Human Resource Development Authority (Αρχή Ανάπτυξης Ανθρώπινου Δυναμικού).
2022 Seminar: Student-centered teaching, Learning and Assessment, Neapolis University
2018 Seminar on on-line university teaching using an LMS platform. Frederick University
2015 University Teaching 101. Online course, Johns Hopkins University
2013 Foundations of Virtual Instruction. Online course, University of California, Irvine
2013 Emerging Trends in Virtual Education K-12. Online course, University of California, Irvine

QUANTITATIVE AND QUALITATIVE DATA ANALYSIS SKILLS

- SPSS:** Extensive use for data analysis, descriptive and inferential statistics, and advanced procedures (e.g., multivariate analyses, regression, factor analysis).
- AMOS:** Extensive application of SEM techniques for model testing and validation within SPSS framework.
- R:** Proficient in data management, statistical analysis, and visualization;
- Lavaan:** Hands-on experience conducting structural equation modeling (SEM), including confirmatory factor analysis (CFA), path analysis, and mediation analysis.
- Mplus:** Basic experience applying structural equation modeling and multilevel modeling techniques.
- MAXQDA:** Extensive use of qualitative data analysis, including thematic coding, content analysis, and mixed methods integration.
- Python** Pandas, numpy, matplotlib, seaborn, scikit-learn.
- Excel:** Advanced analytics, Solver, pivot tables, data visualization.

SPOKEN LANGUAGES

- Greek:** Proficient (Mother tongue)
- English:** Proficient
- German:** B2 level degree. Goethe Institut.
- Turkish:** A2 level degree. TÖMER Institute of Ankara University.
Level 6 degree. Cyprus Continuing Education Institute.
- Spanish:** Level 2 degree. Cyprus Continuing Education Institute.