

PERSONAL INFORMATION

VASSILIA HATZINIKITA



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Nationality: Hellenic

WORK EXPERIENCE

- 2009 -** **Professor (“Educational Research”) at the HOU**
School of Humanities, Hellenic Open University (Parodos Aristotelous 18, Patras, 26335, Greece)
 - Academic Director of the Master in Education (2003-)
 - Coordinator of the postgraduate module “Educational Research in Action” (2002-)
 - Dean of School of Humanities (2011-)
 - Academic research
 - Post-graduate Distance Education (“Educational Research in Action”)
 - Administrative work within the School and University

- 2010 - 2013** **National Project Manager of the Programme for International Student Assessment (PISA) of the OECD**
2002 - 2005

- 2010 - 2013** **Member of the PISA Governing Board (Greece’s representative)**

- 2010 -** **Expert Committee Member of the National Accreditation Board for the University Titles (DOATAP)**

- 2009 -** **Member of the “Research Committee” at the HOU**

- 2007 -** **Director of the “Educational Research and Pedagogy” Research Unit at the HOU**

- 2007 - 2014** **Vice-Director of the scientific committee of the “Learning Material and Educational Methodology Laboratory” at the HOU**

- 2003 - 2007** **Member of the scientific committee of the “Learning Material and Educational Methodology Laboratory” at the HOU**
2015 -

- 2003 - 2009** **Associate Professor (Educational Research) at the HOU**
School of Humanities, Hellenic Open University (Parodos Aristotelous 18, Patras, 26335, Greece)

- 2002 - 2004** **Member of the Governing Board of “Teacher Training Organisation of Greece”**

- 2001 - 2004** **Member of the panel of experts for the E.U.’s working group ‘Mathematics, Science and Technology’**

- 2001 - 2004** **National Representative in the “European Network of Policy Makers for the Evaluation of Education Systems” and in the “Mediterranean Network of the International Bureau of Education” (UNESCO - IBE)**

- 2001 - 2003** Tutor in the “Educational Research in Action” post-graduate module of the HOU (Master’s in Education)
- 2000 - 2004** Member of the Governing Board of “Education Research Centre of Greece”
- 1998 -** Official Member of Academic Electoral Bodies of Greek Universities' Hiring Committees
- 1998 - 2003** **Assistant Professor (“Science Education”) at the University of the Aegean**
Department of Primary Education, University of the Aegean (Dimokratias 1, 85100, Rhodes, Greece, <http://www.pre.aegean.gr>)
- Pre-service teachers’ education (science education / research designs)
 - Academic research
 - Administrative work within the Department and University
- 1989 - 1998** **Senior Lecturer at the University of the Aegean**
Department of Primary Education, University of the Aegean (Dimokratias 1, 85100, Rhodes, Greece, <http://www.pre.aegean.gr>)
- Pre-service teachers’ education (science education / research designs)
 - Academic research
 - Administrative work within the Department and University

EDUCATION AND TRAINING

- 1989 -1995** **Ph.D. in Education**
University of Patras (Greece)
- 1986 - 1987** **Diplôme d’ Études Approfondies (D.E.A.) de Didactique des Disciplines**
Université Paris 7 - Denis Diderot (France)
- 1980 - 1985** **Chemistry Bachelor**
University of Athens (Greece)

PERSONAL SKILLS

- Mother tongue(s) Greek

ADDITIONAL INFORMATION

Publications in International Peer Reviewed Journals

- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2015). Comparing international and national science assessment: what we learn about the use of visual representations. *Educational Journal of the University of Patras UNESCO Chair*, 2(1), 96-110.
- Anagnostopoulou, K., Hatzinikita, V., Christidou, V., & Dimopoulos, K. (2013). PISA test items and school-based examinations in Greece: exploring the relationship between global and local assessment discourses. *International Journal of Science Education*, 35(4), 636-662
- Christidou, V., Hatzinikita, V., & Samaras, G. (2013). The image of scientific researchers and their activity in Greek adolescents' drawings. *Public Understanding of Science*, 22, 91-109.
- Gonitsioti, H., Christidou, V., & Hatzinikita, V. (2013). Enhancing scientific visual literacy in kindergarten: Young children 'read' and produce representations of classification. *International Journal of Science, Mathematics, and Technology Learning*, 20(1), 1-15.
- Ravanis, K., Christidou, V., & Hatzinikita, V. (2013). Enhancing conceptual change in preschool children's representations of light: a socio-cognitive approach. *International Journal of Science Education*, 43(6), 2257-2276.
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). Exploring visual material in PISA and school-based examination tests. *Skhólé - Cahiers de la Recherche et du Développement*, 17, 47-56.
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). PISA and biology school textbooks: the role of visual material. *Procedia - Social and Behavioral Sciences Journal*, 46, 1839-1845.
- Christidou, V., Gravani, M., & Hatzinikita, V. (2012). Distance learning material for adult education: The case of the Open University of Cyprus. *Ubiquitous Learning*, 4(2), 33-46.
- Christidou, V., Hatzinikita, V., & Gravani, M. (2012). Pedagogic practices promoted by distance learning educational material on adult education. *Procedia - Social and Behavioral Sciences Journal*, 46, 1888-1996.
- Gravani, M., Hatzinikita, V., & Zarifis, G. (2011). Factors influencing adult distance teaching and learning processes: The case of the Open University. *The International Journal of Learning*, 18(5), 307-320.
- Hatzinikita, V., Katsis, A., & Petrogiannis, K. (2011). Hellenic Open University student views on Supplementary Digitized Educational Material. Open Education. *The Journal for Open and Distance Education and Educational Technology*, 7(2), 5-19.
- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2010). Assessed students' competencies in the Greek school framework and the PISA survey. *Review of Science, Mathematics and ICT Education*, 4(2), 43-61.
- Skoumios, M., & Hatzinikita, V. (2010). Exploring pupils' "pathways" towards the identification of obstacles: the case of thermal equilibrium. *The International Journal of Learning*, 17(10), 71-88.
- Christidou, V., Hatzinikita, V., & Dimitriou, A. (2009). Children's drawings about environmental phenomena: the use of visual codes. *The International Journal of Science in Society*, 1(1), 107-117.
- Skoumios, M., & Hatzinikita, V. (2009). Improving the level of pupils' grounds included in their dialogic argumentation during the didactic elaboration of obstacles in science. *Ubiquitous Learning*, 1(2), 39-49.
- Skoumios, M., & Hatzinikita, V. (2009). Learning and justification during a science teaching sequence. *The International Journal of Learning*, 16(4), 327-341.
- Skoumios, M., & Hatzinikita, V. (2009). Studying science class discussion: relations between discourse moves and grounds. *The International Journal of Learning*, 16(2), 199-214.
- Apostolopoulos, K., Psalidas, A., Hatzinikita, V. & Katsis, A. (2008). Studying Greek students' performance on PISA science items. *The International Journal of Learning*, 15(8), 1-8.
- Hatzinikita, V., Dimopoulos, K., & Christidou, V. (2008). PISA test items and school textbooks related to science. *Science Exudation*, 92(4), 664-687.
- Psalidas, A., Apostolopoulos, C., & Hatzinikita, V. (2008). Investigating factors affecting students' performance to PISA science items. *Journal of Engineering Science and Technology Review*, 1(1), 90-97.
- Skoumios, M., & Hatzinikita, V. (2008). Investigating the structure and the content of pupils' written explanations during science teaching sequences focused on conceptual obstacles. *Themes in Science and Technology Education*, 1(2), 135-155.
- Skoumios, M., & Hatzinikita, V. (2008). The structure of pupils' written explanations within the framework of the didactic elaboration of pupils' obstacles in science. *The International Journal of Learning*, 15(5), 261-270.

Publications in International Peer Reviewed Journals

- Hatzinikita, V. (2007). Images of the scientist held by educators in Greece. *The International Journal of Learning*, 14(7), 145-154.
- Pantiska, P., & Hatzinikita, V. (2007). Les messages pédagogiques promus par les textes des manuels scolaires de Chimie en Grèce. *Skhólé - Cahiers de la Recherche et du Développement*, 1, 67-76.
- Skoumios, M., & Hatzinikita, V. (2007). Development of pupils' competences to identify obstacles during research-based science teaching. *The International Journal of Learning*, 14(9), 237-247.
- Christidou, V., & Hatzinikita, V. (2006). Pre-school children's explanations of plant growth and rain formation: a comparative analysis. *Research in Science Education*, 36(3), 187-210.
- Skoumios, M., & Hatzinikita, V. (2006). Research-based teaching about science at the upper-primary school level. *The International Journal of Learning*, 13(5), 29-42.
- Hatzinikita, V. (2005/2006). Pupils' linear causal reasoning patterns in changes of matter. *The International Journal of Learning*, 12(10), 43-54.
- Skoumios, M., & Hatzinikita, V. (2005/2006). The role of cognitive conflict in science concept learning. *The International Journal of Learning*, 12(7), 185-193.
- Hatzinikita, V., Koulaidis, V., & Hatzinikitas, A. (2005). Modeling children's understanding and explanations concerning changes in matter. *Research in Science Education*, 35, 471-495.
- de Jong, Q., Ahtee, M., Goodwin, A., Hatzinikita, V., & Koulaidis V. (1999). An international study of prospective teachers' pedagogical content knowledge and concerns: the case of teaching 'combustion'. *European Journal of Teacher Education*, 22(1), 45-59.
- Hatzinikita, V., & Koulaidis, V. (1998). Représentations des élèves de l'école primaire sur les changements des systèmes physico-chimiques: système de classification. *Didaskalia*, 12, 91-112.
- Hatzinikita, V., & Koulaidis, V. (1997). Pupils' ideas on conservation during changes in the state of water. *Research in Science and Technological Education*, 15(1), 53-70.
- Thibault, J., Davous, D., Hatzinikita, V., & Kastenbaum, M. (1997). Former des maitres de l'école primaire à acquérir des savoir-faire expérimentaux en chimie: évaluation et réflexions. *Mésures et Evaluation en Education*, 20(1), 91-105.

Chapters in Edited Books (Reviewed)

Selected Publications

- Hatzinikita, V., Christidou, V., & Boboti, F. (2009). Teachers' pictorial representations of the scientist. In A. Selkirk, & M. Tichenor (Eds), *Teacher Education: policy, practice and research* (pp. 233-249). *Selected Publications* New York: Nova Science Publishers, Inc.
- Skoumios, M., & Hatzinikita, V. (2004). Dealing with obstacles regarding heat and temperature. In D. Koliopoulos, & A. Vavouraki (Eds), *Science education at cross roads: meeting the challenges of the 21st century* (pp. 107-118). Athens: Science education association.

Edited Books – Volumes (Reviewed)

Selected Publications

- Hatzinikita, V. (Ed) (2008). *Observation in educational research*. Patras: Hellenic Open University.
- Hatzinikita (Ed) (2008). *Education for environment*. Patras: Hellenic Open University.
- Hatzinikita, V., Makris, N., & Vlahou, A. (Eds) (2008). *Child development in social environment*. Patras: Hellenic Open University.
- Hatzinikita, V. (Ed.) (2005). *Educational research in action: activities responses*. Patras: Hellenic Open University.
- Dimopoulos, K., & Hatzinikita, V. (Eds) (2001). *Science Education* (volume 1 & volume 2). Patras: Hellenic Open University.
- Hatzinikita, V. (Ed., Traduction) (1992). *Chemistry experimental activities. Study of acidity*. Athens: Ellinika Grammata [greek]

- Anagnostopoulou, K., Hatzinikita, V., & Christidou, V. (2012). PISA and biology school textbooks: the role of visual material. *Procedia - Social and Behavioral Sciences Journal*, 46,1839-1845.
- Christidou, V., Hatzinikita, V., & Gravani, M. (2012). Pedagogic practices promoted by distance learning educational material on adult education. *Procedia - Social and Behavioral Sciences Journal*, 46,1888-1996.
- Christidou, V., Kouvatias, A., & Hatzinikita, V. (2011). Greek scientists' contemporary and historical self-images. In F. Seroglou, V. Koulountzos & A. Siatras (Eds). *Science & Culture: Promise, Challenge and Demand Book of Proceedings* (pp. 138-143). Thessaioniki: Epikentro.
- Gravani, M., Hatzinikita, V., Zarifis, G., Michaelides, M., Eufthimiadis, S., Petrides, A., Gough, M., Yiitte, W., & Sarakinoti, A. (2010). Researching adult distance teaching and learning at the Open University of Cyprus and the Hellenic Open University. In *Proceedings of the IODL&ICEM Conference* (pp. 355-363). Turkey, Eskisehir Anadolu University.
- Hatzinikita, V., & Christidou, V. (2006). Images des livres documentaires des sciences: quelles categories de lecteurs forment-elles?. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XIXes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: par les mots et par les choses*. France: Université Paris VII.
- Dimopoulos, K., Hatzinikita, V., & Christidou, V. (2006). Textes et messages pedagogiques en sciences physiques: une approche interpretative possible des resultats de l'enquete PISA. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XIXes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: par les mots et par les choses*. France: Université Paris VII.
- Dimitriou, A., Hatzinikita, V., & Christidou, V. (2005). Solid wastes management: Greek citizens' knowledge and attitudes. In T. D. Lekkas (Ed), *Proceedings of the 9th international conference on environmental science and technology* (pp. A289-A298). Athens: University of the Aegean & Global network for environmental science and technology.
- Hatzinikita, V., & Christidou, V. (2002). Livres documentaires de science: contenu conceptuel, codes linguistiques et relations communicatives. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XXIVes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: des cultures, des techniques, des sciences* (pp. 217-222). Université Paris VII.
- Koulaidis, V., Hatzinikita, V., & Sklaveniti, S. (2001). Quels sont les types de textes produits par les élèves en classe de sciences physiques?. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XXIIIes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: experiences de la nature et de la technique* (pp. 293-298). Université Paris VII.
- Koulaidis, V., Hatzinikita, V., Tsatsaroni, A., & Apostolou, A. (2000). Regies d'identification et de réalisation: un cadre pour reconsiderer les pratiques educatives. In A. Giordan, J. L. Martinand, D. Raichvarg (Eds), *Actes des XXIIes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: l'education aux risques* (pp. 585-590). Université Paris VII.
- Rogakos, D., Koulaidis, V., & Hatzinikita, V. (2000). Sustainability in curriculum development: the case of VAEST project. In G Thill (Ed), *Proceedings of the conference on sustainable development in the islands and the roles of research and higher education* (volume I, pp. 685-691). Belgique: Prelude.
- Koulaidis, V., Hatzinikita, V., & Sklaveniti, S. (1998). Materiel pictural des manuels scolaires et construction de la subjectivite: un cadre d'analyse. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XXes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: formation a la mediation et a l'enseignement -enjeu, pratiques, acteurs-* (pp. 465-470). Université Paris VII.
- Koulaidis, V., & Hatzinikita, V. (1998). Science education in primary teachers' training university courses: actual situation and perspective. In R. Janiuk (Ed.), *Proceedings of the symposium "Education of science teachers"* (pp. 105-111). Maria Curie Sklodowska University/Tempus Phare, Nalfczow, Poland.
- Koulaidis, V., Hatzinikita, V., & Sklaveniti, S. (1997). Les idees des instituteurs concernant les manuels scolaires des Sciences Physiques. In A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XIXes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: sciences, technologies et citoyennete* (pp. 465-470). Université Paris VII.
- Hatzinikita, V., Koulaidis, V., Sklaveniti, S., & Tsatsaroni, A. (1996). Approfondir la science et "lire" les manuels scolaires scientifiques. in A. Giordan, J. L. Martinand, & D. Raichvarg (Eds), *Actes des XVIIIes journales internationales sur la communication, l'education et la culture scientifiques, techniques et industrielles: les sciences, les techniques et leurs publics* (pp. 429-434). Université Paris VII.

**Publications in
Proceedings of International
Conferences
(Reviewed)
Selected Publications**

- Hatzinikita, V., & Koulaidis, V. (1995). Pupils' models of explanation on changes of matter. In *Proceedings ATTI, 3rd European conference on research in chemical education* (pp. 72-79). Poland.
- Koulaidis, V., Hatzinikita, V., & Kokkotas, P. (1995). Primary science curricula: changes of matter. In *Proceedings ATTI, 3rd European conference on research in chemical education* (pp. 144-147). Poland.
- Hatzinikita, V., & Kokkotas, P. (1994). Children's and undergraduate students' conceptions of the changes in the state of water. In A. Bargelini, & P. E. Todesco (Eds), *Proceedings ATTI, 2nd European conference on research in chemical education* (pp. 247-253). Pisa, Università degli Studi di Pisa.
- Kokkotas, P., & Hatzinikita, V. (1994). The concept of the molecule in fourth year primary education students of the University of Athens. In A. Bargelini, & P. E. Todesco (Eds), *Proceedings ATTI, 2nd European conference on research in chemical education* (pp. 241-246). Pisa, Università degli Studi di Pisa.
- Thibault J., Davous D., Masson A., Hatzinikita V., & Kastenbaum, M. (1994). Evaluation through observation of the manual skills applied in chemistry experiments. In A. Bargelini, & P. E. Todesco (Eds), *Proceedings ATTI, 2nd European conference on research in chemical education* (pp. 296-297). Pisa, Università degli Studi di Pisa.

Scientific Publications in Greek

- Numerous publications in Greek journals, books, and conference proceedings

**Presentations in International
and National Scientific
Conferences**

- Presentation of research papers at over 80 International and Greek Scientific Conferences

**Selected Research and
Instructional Projects**

- Participation in the team of the project "Compétences Linguistiques et Interculturelles au Service des Entreprises en Europe (COLISEE) / Linguistic, intercultural and enterprise skills needed by European businesses" funded by the EU (Erasmus +, Coopération en matière d'innovation et d'échanges de bonnes pratiques, Partenariats Stratégiques pour l'Enseignement Supérieur, 2014-2016).
- Leadership of the post-doctoral research project "Exploring reading literacy and beliefs in secondary schools in Greece, with a focus on immigrant students" (Post-doctoral researcher: Dr. Anna Karolina Retali), funded by the framework of the Action «Supporting Postdoctoral Researchers» of the Operational Program "Education and Lifelong Learning" (Action's Beneficiary: General Secretariat for Research and Technology), and is co-financed by the European Social Fund (ESF) and the Greek State [SH4J2523], 2012-2015].
- Participation in the team of the research project "Developmental actions of the HOU Learning Material and Educational Methodology Laboratory for supporting education at HOU" funded by the EU and the Greek State (2012).
- Participation in the team of the research project "Enhancing Adult Distance Teaching and Learning in Higher Education", funded by the Open University of Cyprus (2010-2012).
- National Project Manager of the Programme for International Student Assessment (PISA) of the OECD (2002-2005, 2010-2013) and member of the PISA Governing Board (2010-2013).
- Leadership for the HOU of the PhD Scholarship Programme "Heraclitus II" - Enhancement of research man power through the implementation of thesis, funded by the EU and the Greek State (2009-2015).
- Leadership for the HOU of the PhD Scholarship Programme "Heraclitus II - Enhancement of research man power through the implementation of thesis", funded by the EU and the Greek State (2009-2014).
- Participation in the team of the project "Teaching approaches for developing creativity and critical thinking" funded by the EU and the Greek State (Greek Teacher Training National Organisation, 2007).
- Participation in the team of the research project "Evaluation of the learning outcomes of HOU digital educational materials: students views" funded by the EU and the Greek State (2006-2008).
- Participation in the team of the project "Development and application of distance vocational education" funded by the EU - Leonardo da Vinci - Mobility VETPRO - Project numbered LLP-LDV-VETPRO-07-TR-0004 (2006-2007).
- Participation in the team of the project "Teaching and Learning in Distance / Flexible Education" funded by the EU - SOCRATES / GRUNDTVIG 2 (HOU, 2005-2008).

Selected Research and Instructional Projects

- Participation in the team of the research project "Educational material production for teachers' and students' distance education on environmental issues" project funded by the EU and the Greek Ministry of Education (Democritus University of Thrace, Grant No. 12403) (2004-2008).
- Leadership of the research project "Analysing primary school children's written assignments - Analysing secondary school children's 'mistakes'" funded by the EU and the Greek State (Education Research Centre of Greece, 2003-2005).
- Leadership of the research project "The public understanding of science and technology in the Greek press" funded by the University of the Aegean Research Committee (481/6-1998).
- Leadership of the research project "Teachers' 'reading' science school textbooks" funded by the University of the Aegean Research Committee (339/6-1996).
- Leadership of the research project "Primary students' conceptions on interaction" funded by the University of the Aegean Research Committee (111/6-1990).
- Leadership for the University of the Aegean of the research project "Analysis of science textbooks" funded by the Greek Ministry of Education (522/13-6-1998) (1998-2000).
- Participation in the team of the project "Training in New Technologies and Science (TINTS)" which was funded by the European program "NOW" through the Ministry of Labor (A.P.O. 183876) (1995-1998).
- Participation in ERASMUS and SOCRATES projects.
- Participation in the team of the project ALFEA, which aimed to the development of teaching material for the nature of matter and for the greenhouse effect. This program was funded by the General Secretariat of Research and Technology (PENED: 15815/29-12-1995) (1995-1998).

Reviewer, Editorial Board Member or Associated Editor

Selected

- Aster
- Learning and Individual Differences
- Review of Science, Mathematics and ICT Education
- Research Papers in Language Teaching and Learning
- Science Education
- Themes in Education
- The International Journal of Learning
- Ubiquitous Learning
- Adult Education [Greek edition]
- Mentor [Greek edition]
- OMEP (Organisation Mondiale pour l' Education Préscolaire) – Journal : Exploring the children's word [Greek edition]
- Psychology [Greek edition]
- Science Teaching: Recherche and praxis [Greek edition]
- Social Science Tribune [Greek edition]
- Reviewer in numerous Conferences (with international participation)

Fields of Expertise & Current Research Interests

- research methods in education, science education, scientific literacy, science curriculum development, analysis and development of educational (e-)materials, students' images of science and scientists, students' conceptions of scientific phenomena, science textbooks, visual representations in science, scientific writing, (adult) distance learning.

References Over 400 citations to published work (according to Scopus, Google scholar and Google databases).