

# Maria Daskolia

Associate Professor  
at the Department of Educational Studies (NKUA)

Disciplinary field:  
**Environmental Education: theory and praxis**

Director of the Environmental Education Lab, NKUA ([EEL](#))

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## Educational background:

- BA in Philosophy, Pedagogy and Psychology (1988, NKUA – GR)
- MSc in Environmental Psychology (1990, University of Surrey – UK)
- PhD in Environmental Education (Thesis: *'The in-service training needs of teachers in Environmental Education'*, 2000, NKUA – GR)

## Main research/ scientific areas of interest:

- Formal and lifelong environmental education for sustainability
- Citizen science and environmental education for sustainability
- Climate change education
- Integrating environmental humanities into education
- Use of digital tools in teaching and learning in the context of environmental education for sustainability
- Creative thinking/creativity and its development in the context of environmental education for sustainability
- Psychology of current environmental issues in education and communication
- Narratives and narrative research in environmental education for sustainability

## Current teaching activity:

(a) at undergraduate level:

- [Environmental Education and Learning](#) (Dept. of Educational Studies/ elective: all Depts. of the School of Philosophy, NKUA)
- [Psychological approaches to current environmental issues and how to integrate them in education and communication](#) (Dept. of Educational Studies and Dept. of Psychology, NKUA)
- [Environmental Humanities and Education](#) (Dept. of Educational Studies/ elective: all Depts. of School of Philosophy, NKUA)
- [Pedagogy](#) (Dept. of Theatrical Studies, NKUA)

(β) at postgraduate level:

- [Environmental Education and Learning for Sustainability](#), in the MSc *'Theory, Practice and Evaluation of Educational Action'* (Dept. of Educational Studies, NKUA)
- [Environmental and Sustainability Education in the Digital Age](#), in the MSc *'Digital Transformation and Educational Practice'* (Dept. of Educational Studies, NKUA; Dept. of Informatics, UniWA; S.Pe.Te.E).
- [Research Thesis preparation](#), in the MSc *'Digital Transformation and Educational Practice'* (Dept. of Educational Studies, NKUA; Dept. of Informatics, UniWA; S.Pe.Te.E).

## Current and recent research projects:

- 🚩 2019–2023: “[Cos4Cloud – Co-designed Citizen Observatories Services for the EOS-Cloud](#)”. Funding scheme: European Commission, Horizon 2020 (Project No: 863463), Partner Organization: NKUA
- 🚩 2019–2022: “[CIVIS – A European Civic University](#)”. Funding scheme: European Commission, Erasmus+, Partner Organization: NKUA

- ✚ 2019–2022: “[The T-CREPE project](#): Development of an innovative web based platform to support co-creation based learning and coaching in remote teaching environments with a focus on entrepreneurship”. Partner Organization: NKUA
- ✚ 2015–2018: “[S.A.M.E. World](#) - Sustainability.Awareness.Mobilization.Environment in the Global Education for Eyd 2015”. Funding scheme: European Commission, EuropeAid 2014 “Non-State Actors and Local Authorities in Development” Programme (Contract No: DCI NSA-ED/2014/338-120), Partner Organization: NKUA
- ✚ 2013–2016: “[Mathematical Creativity Squared](#)” - A Computational Environment to Stimulate and Enhance Creative Designs for Mathematical Creativity”. Funding scheme: European Commission, P7-ICT-2013.8.1, Technological Development and Demonstration, Strategic Objective “Technologies and scientific foundations in the field of creativity” (Project No.: 610467), Partner Organization: NKUA

## Recent and other selected publications:

1. **Daskolia, M.** (2022). [Exploring the Beliefs, Concerns and Understandings About Climate Change of Greek University Students from the Social Sciences and Humanities](#). In: W. Leal Filho, & E. Manolas (Eds.), *Climate Change in the Mediterranean and Middle Eastern Region*, (pp. 473-498). Springer, Cham. DOI: [https://link.springer.com/chapter/10.1007/978-3-030-78566-6\\_23](https://link.springer.com/chapter/10.1007/978-3-030-78566-6_23)
2. Kynigos, C., & **Daskolia, M.**, (2021). [Boundary Crossing Creativity in the Design of Digital Resources for Teaching and Learning about Climate Change. Creativity. Theories-Research-Applications](#), 8 (1), 213-235. <https://sciendo.com/pdf/10.2478/ctra-2021-0013>
3. Vohland, K., Göbel, C., Balázs, B., Butkevičienė, E., **Daskolia, M.**, Duží, B., ... & Schade, S. (2021). Citizen Science in Europe. In Vohland, K. et al. (Eds), *The Science of Citizen Science*, (pp. 35-53). Springer, Cham. [https://doi.org/10.1007/978-3-030-58278-4\\_3](https://doi.org/10.1007/978-3-030-58278-4_3)
4. Gavrilakis, C., **Daskolia, M.**, & Blintziou, E. (2021). [Delineating the role of environmental adult educators: drawing critical considerations from an empirical case study](#). *Environmental Education Research*, 27(2), 157-174, DOI: [10.1080/13504622.2020.1790503](https://doi.org/10.1080/13504622.2020.1790503)
5. Tauginienė, L., Butkevičienė, E., Vohland, K., Heinisch, B., **Daskolia, M.**, Suškevičs, M., ... & Prüse, B. (2020). Citizen science in the social sciences and humanities: the power of interdisciplinarity. *Palgrave Communications*, 6(89), 1-11. <https://doi.org/10.1057/s41599-020-0471-y>
6. Grillia, N. & **Daskolia, M.** (2019). [Narrative inquiry as a tool for empowering Greek teachers in their environmental and sustainability education practice](#). In: *The Proceedings of the 3<sup>rd</sup> European Congress of Qualitative Inquiry (ECQI 2019) ‘Qualitative Inquiry as Activism’* (pp. 122-131). KU Leuven - University of Edinburgh.
7. **Daskolia, M.**, Kynigos, C., & Kolovou, A. (2018). Addressing Creativity in the Collaborative Design of Digital Books for Environmental and Math Education. In: Mikropoulos T. (ed) *Research on e-Learning and ICT in Education* (pp. 69-86). Springer, Cham. [https://doi.org/10.1007/978-3-319-95059-4\\_4](https://doi.org/10.1007/978-3-319-95059-4_4) [https://doi.org/10.1007/978-3-319-95059-4\\_4](https://doi.org/10.1007/978-3-319-95059-4_4)
8. **Daskolia, M.**, Dettori, G., & Lejano, R. (2017). Urban digital storytelling. In: Russ, A., & Krasny, M. E. (Eds), *Urban Environmental Education Review* (pp. 271-278). Ithaca, London: Cornell University Press. <http://www.jstor.org/stable/10.7591/j.ctt1qv5qhq.32>
9. **Daskolia, M.**, Kynigos, C., & Makri, K. (2015). Learning about Urban Sustainability with Digital Stories. Promoting Collaborative Creativity from a Constructionist Perspective. *Constructivist Foundations*, 10(3), 388–396.
10. **Daskolia, M.**, Dimos, A., & Kampylis, P. (2012). Secondary teachers’ conceptions of creative thinking within the context of Environmental Education. *International Journal of Environmental and Science Education*, 7(2), 269-290. <https://pegem.net/dosyalar/dokuman/138427-20140102164449-7.pdf>
11. **Daskolia, M.** & Kynigos, C. (2012). Applying a Constructionist Frame to Learning about Sustainability. *Creative Education*, 3(6), 818-823. [doi.org/10.4236/ce.2012.326122](https://doi.org/10.4236/ce.2012.326122)

## Webpages

### Google scholar:

<https://scholar.google.com/citations?user=9ET9gwAAAAJ&hl=en>

### Academia

<https://en-uoa-gr.academia.edu/MariaDaskolia>

### Researchgate

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