

Evangelia Frydaki

Professor

School of Philosophy – Department of Educational Studies
with cognitive subject

«Teaching: Theory and Practice»

(Government Gazette: 734/27-7-2015 τ. Γ')

Director of Postgraduate Program

Theory, Praxis and Evaluation of Educational Work

(designated since 2012 by the General Meeting of the Department of Philosophy, Pedagogy and Psychology
and for consecutive terms to date)

Contact details

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APELLA CODE: APP 17585

Studies:

- Bachelor of Arts from the School of Philosophy (Specialization: Philosophy) (1980, Aristotle University of Thessaloniki). Scholarship recipient from National Scholarship Foundation.
- Doctor of Philosophy of National and Kapodistrian University of Athens, Department of Philosophy, Pedagogy and Psychology (Dissertation title: “*The defining factors of the teacher’s role in the subject of literature in the Greek secondary school*”, 1997, NKUA). Scholarship recipient from National Scholarship Foundation.

Main scientific / research interests:

- Educational theory and practice in the postmodern socio-cultural and educational context.
- Teacher’s professional development – Development of personal theory – Participation in constructed educational experiences (learning communities, mentoring) – Empowerment of professional identity.
- Foundations of the literary education and educational practices on the subject of literature.
- Dialogism – Dialogic Education – Interpretive Dialogue.

Teaching during the current period:

(a) undergraduate level:

- Teaching Literature <https://eclass.uoa.gr/courses/EDS121/>
- Theory and Methodology of Teaching <https://eclass.uoa.gr/courses/PPP538/>
- Instruction Planning and Microteachings
- Literary Theory and Teaching Practice <https://eclass.uoa.gr/courses/PPP542/>
- Theory and Practice of Teaching – Practicum (Available for the 8th semester of the Faculty of Philology) <https://eclass.uoa.gr/courses/PPP471/>
- Teaching Literature (Available for the 7th semester of the Faculty of Philology / Department of Modern Greek) <https://eclass.uoa.gr/courses/PPP530/>
- Theory and Methodology of Teaching (Available for the Faculty of Philosophy) <https://eclass.uoa.gr/courses/EDS122/>

(b) postgraduate level:

- “Educational Programs, Teaching, Learning and Evaluation” (Theory, Praxis and Evaluation of Educational Work/NKUA) <https://eclass.uoa.gr/courses/PPP446/>
- “Methodology of Teaching Humanities: Teaching Literature” (Theory, Praxis and Evaluation of Educational Work/NKUA) <https://eclass.uoa.gr/courses/PPP484/>
- “Practicum: Teaching and Research in the School Environment (Teaching Literature)” (Theory, Praxis and Evaluation of Educational Work/NKUA)

Participation in research programs:

- ✚ Operational Program for Education and Initial Vocational Training 2007-2013 (Scientific Research with research code 70/3/11271 and title “Practicum of Students of the Department of Philosophy, Pedagogy and Psychology)
- ✚ Operational Program for Education and Initial Vocational Training 2006 (Scientific Research with research code 70/3/8519 and title “Practicum of Students of the Department of Philosophy, Pedagogy and Psychology”)
- ✚ Academic Coordinator of the Program with research code 15276 (Postgraduate Program “Theory, Praxis and Evaluation of Educational Work”)
- ✚ Academic coordinator of the Program with research code 14673 (Democratic School and Power Relations (Case study of the Middle and the Primary School in the village Fourfoura of Rethimno, Crete)

Selected publications:

1. Frydaki, E. (2019). “From the interpretation and dialogue to interpretative dialogue” (Text in Greek). *Nea Paideia*, 170: 39-48.
2. Papageorgakis, D. & Frydaki, E. (2018). “Reading practices in teaching literature in the Secondary Education: seeking the lost paradigm” (Text in Greek). In Venetia Apostolidou, Dimitris Kokoris, Michael G. Bakogiannis, Eleni Hodolidou (Eds), *Literary reading in school and society* (368-378), Athens: Gutenberg.
3. Frydaki, E. (2018). *Literary theory in teaching: implementation of a meta-language or a source of questioning and reflective teaching choices?* (Text in Greek) <http://logom.schools.ac.cy/index.php/el/epimorfosi/imerides-synedria>
4. Dalkou, A. & Frydaki, E. (2016). “Small-Group Discussion and the Development of Interpretive Strategies in Literature Classrooms: a Quasi-Experimental Study with 9th - Grade Students”. *International Journal of Learning, Teaching and Educational Research* 15 (1): 42-65. e-ISSN: 1694-2116, p-ISSN: 1694-249.
5. Frydaki, E & Katsarou, E. (2016) The crucial role of teachers’ dialogic practices in an educational action research, *Journal of teaching and teacher education*, 1 (2): 73-87. DOI: <http://dx.doi.org/10.12785/jtte/010202>
6. Frydaki, E. (2016). Exploring the causes of low ability in reasoning development in postgraduate students, *Preschool and Primary Education*: 4 (1): 196-211.
7. Frydaki, E. (2015), *Teacher’s professional identity and the future teaching*. Athens: Kritiki.
8. Frydaki, E. & Mamoura, M. (2014). “Mentoring as a means for transforming mentor-teachers’ practical knowledge: A case study from Greece”. *International Education Research* 2 (1): 01-16. ISSN:2291-5273 (Print) ISSN:2291-5281 (Online). DOI: [10.12735/IER.V2I1P1](https://doi.org/10.12735/IER.V2I1P1)
9. Frydaki, E. (2011). “Fostering humanity through interpretive dialogue in teacher communities”. In Wiel Veugelers (Ed.), *Education and Humanism. Linking Autonomy and Humanity (163-179)*, Sense Publishers. (The book was awarded with the Maslovaty Award by the Special Interest Group Moral and Democratic Education του EARLI (European Association of Learning and Instruction).
10. Frydaki, E. & Mamoura, M. (2008). “Exploring teachers’ value orientations in literature and history secondary classrooms”, *Teaching and Teacher Education*, 24 (6): 1487-1501. <https://doi.org/10.1016/j.tate.2008.01.002>

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