

## **Maria Mamoura**

### **Assistant Professor**

School of Philosophy – Department of Educational Studies  
with cognitive subject

### **«Teacher and Teaching: Theory and Practice»**

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#### **Contact details**

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APELLA CODE: APP 16430

### **Studies:**

- BA in Philology (2000, National and Kapodistrian University of Athens)
- MA “Theory, Praxis and Evaluation of Educational Work” (Specialization: Teaching Humanities and Educational Evaluation), Department of Philosophy, Pedagogy and Psychology (2004, NKUA)
- Dr. of Philosophy of National and Kapodistrian University of Athens, School of Philosophy, Department of Philosophy, Pedagogy and Psychology (dissertation title: “Teaching History from Sources and the Formation of Historical Consciousness in Secondary Education: Myth or Reality?”, 2011)

### **Main scientific / research interests:**

- Values, beliefs, perceptions, implicit assumptions and personal theory of humanities teachers in secondary education
- New forms of professional activation within the school setting and teachers’ professional development: The supervision of graduate students’ practicum in schools (mentoring) as an emerging professional activity and as a field of theoretical study. The interrelation between teachers’ professional development and lifelong learning
- Teacher as reflective practitioner
- Teaching planning in humanistic subjects in secondary education
- History didactics

### **Teaching during the current period:**

#### **(a) undergraduate level:**

- Practicum A’ <https://eclass.uoa.gr/courses/EDS165/>
- Teacher’s Professional Learning and Teacher’s Professional Development: Educational Work in Changing School Environments: Microteachings <https://eclass.uoa.gr/courses/EDS147/>
- Practicum B’ <https://eclass.uoa.gr/courses/PPP601/>

#### **(b) postgraduate level:**

- Teachers’ Professional Development and Teaching (Theory, Praxis and Evaluation of Educational Work/NKUA) <https://eclass.uoa.gr/courses/PPP577/>
- Methodology of Teaching Humanities: History Teaching (Theory, Praxis and Evaluation of Educational Work/NKUA) <https://eclass.uoa.gr/courses/PPP488/>
- Practicum: Teaching and Research in the School Environment (History Teaching) (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”)

### **Selected publications:**

1. **Mamoura, M.** & Nako, I. (2021). Exploring aspects of Greek students' historical thinking: How are they reflected in their writings? *International Journal of Humanities and Social Science*, vol.11 (1), 77-87. URL: <http://dx.doi.org/10.30845/ijhss.v11n1p10>
2. **Mamoura, M.** & Raftopoulou A. (2020). Secondary Teachers and Creativity in Teaching: Conceptions and Practices. *Research Journal of Education*, 6(4), 31-38, ISSN(e): 2413-0540, ISSN(p): 2413-8886. DOI: [doi.org/10.32861/rje.64.31.38](https://doi.org/10.32861/rje.64.31.38)
3. **Mamoura, M.** (2020). "Orientations of student teachers' professional education in the Department of Educational Studies (Secondary Education): purpose and limitations", pp. 130-137. In the edited volume A "Designing the Teaching, Training and Educational Training of Educational Specialties" (eds. Maria Argyri, Aikaterini Kasimati). Athens: ASPETE, (ISBN 978-61882283-4-4).
4. **Mamoura, M.** (2018). Re-negotiation of teachers' conceptions as a means of professional development in history teaching. *Action Researcher in Education*, 8, 1-20.
5. **Mamoura, M.** (2016). Postgraduate Greek Student-Teachers' Beliefs about History Teaching, Before and After Their Practicum: An Opportunity for Their Professional Development. *The International Journal of Learning in Higher Education*, 23, 3, 37-50. DOI: <https://doi.org/10.18848/2327-7955/CGP/v23i03/37-50>
6. **Mamoura, M.** (2016). Postgraduate students' historical literacy development during their practicum. The role of learning community. *Preschool and Primary Education*, 4, 212-225. DOI: <http://dx.doi.org/10.12681/ppej.186>
7. 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)
8. **Mamoura, M.** (2013), "History Teachers' Conceptions of Professional Identity in Developing Historical Consciousness to Students", *American International Journal of Social Science*, 2 (7), 49-57, October 2013.
9. Frydaki, E. & **Mamoura, M.** (2011). "How can practicum experiences transform pre-service teachers' knowledge about teaching and learning?", *International Journal of Humanities*, 9 (1): 225-236. DOI: [10.18848/1447-9508/CGP/v09i01/43120](https://doi.org/10.18848/1447-9508/CGP/v09i01/43120)
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>

## Detailed CV