



Angelos Giannoulas

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● ABOUT ME

This CV is for KEDIBIM application

● WORK EXPERIENCE

21/04/2017 – CURRENT Athens, Greece

HIGHER EDUCATION TEACHER SCHOOL OF PEDAGOGICAL AND TECHNICAL EDUCATION (ASPETE)

(ASPETE provides concurrent technological and pedagogical education at tertiary level and adult training)

Main tasks:

- **Teaching in the following scientific fields (lectures, seminars or lab sessions):**
 - Educational Technology.
 - Multimedia Learning.
 - Educational Assessment.
 - Course Design for Distance Learning.
 - Linear Algebra & one-variable Analysis.
- **Research on issues related to "Instruction", "Pedagogy" and "Learning with digital technology".**
e.g.:
 - Blended teaching readiness.
 - Counseling students to improve university procrastination.
 - Artificial Intelligence and ChatGPT in education.
 - Benefits of playful learning in tertiary education ... etc.
- **Administrative duties, e.g.:**
 - Assisting in Departmental / Institutional committees.
 - Assisting in accreditation processes.
 - Other administrative/office tasks.
- **Advising**
 - Guidelines to students for writing a thesis.
 - Advices to student's for a postgraduate program according their qualifications and preferences.
 - Advices to student's for a training program relevant to their studies and preferences.
 - Guidelines related to student's professional career.
- **Writing**
 - Writing books, book chapters, papers, presentations etc., e.g.:

- [From in-person learning to distance learning](#) (GR).
- [Linear Algebra/ One-variable Analysis](#) (GR).
- [Training of adult trainers in distance education](#) (GR).
- [Printed books](#), etc.
- (see also section '[Publications](#)' for more)

(From 2013 to 2016, I was working in a similar teaching position at the Department of Mathematics of the University of Athens. My main activities were "*Teaching (Didactic of) Mathematics*" (Dept of [Mathematics Education](#)).

Business or Sector Education | **Department** Department of Education |

Address Erene Station, Marousi, 15122 , Athens, Greece | **Email** info@aspete.gr |

Website <https://www.aspete.gr/en/home/>

Link [http://files.aspete.gr/aspete/brief guide/A Brief Guide to ASPETE 2015-16.pdf](http://files.aspete.gr/aspete/brief%20guide/A%20Brief%20Guide%20to%20ASPETE%202015-16.pdf)

03/10/2011 – 30/09/2012 Athens, Greece

HEAD OF TRAINING CERTIFICATION DEPARTMENT (INDEPENDENT DEPT) NATIONAL CENTRE FOR PUBLIC ADMINISTRATION (EKDDA)

(Seconded to EKDDA which is the national agent in Greece for the development of the Human Resources of the Public Administration)

Main tasks:

- **Supervising department's staff and operations** such as:
 - Managing department projects and tasks.
 - Training and supervising departmental staff.
 - Delegating tasks and responsibilities.
 - Monitoring and evaluating staff performance.
 - Ensuring that the department is operating efficiently and effectively.
 - Encouraging a culture of continuous learning and development.
- **Developing and implementing departmental policies and procedures**, such as:
 - Developing and documenting departmental policies and procedures (e.g., the [certification process](#) of future training programs).
 - Communicating and enforcing departmental policies and procedures.
 - Ensuring that departmental policies and procedures are consistent with organizational policies and procedures.
 - Certification (evaluation) of skills and knowledge of trained adults.
 - Certification (evaluation) of the scientific expertise of [teaching personnel for EKKDA's training programs](#).
- **Providing administrative support to the department's leadership team**, such as:
 - Preparing and managing the department's meeting agendas.
 - Preparing and managing departmental reports and presentations.
 - Providing general administrative support to the department's leadership team.
- **Departmental meetings and events:**
 - Management / Scheduling meetings, appointments, and events.
 - Attending and participating in departmental meetings and events.
 - Providing information about the department to internal and external stakeholders.
- **Trainer to [training programs](#)** related to my scientific field.
- **Collaborating with people from other departments and organizations** to align initiatives and strategies.

- **In charge of [EKDDA's quality management system](#)** (to ensure that EKDDA's services meet the ISO 9001 standards).
- **Contribution to data software design** to improve EKDDA's courses management & [trainer's registry](#).

Business or Sector Administrative and support service activities |

Department Certification of training programs, training material and teacher's knowledges/skills |

Address 211, Pireos str., 17778, Athens, Greece | **Email** quality@ekdd.gr | **Website** <https://www.ekdd.gr/en/>

Link <https://www.ekdd.gr/en/ekdda/our-identity/>

13/04/2008 – 02/10/2011 Athens, Greece

TRAINING OFFICER NATIONAL CENTRE FOR PUBLIC ADMINISTRATION (EKDDA)

(Seconded to EKDDA which is the national agent in Greece for the development of the Human Resources of the Public Administration)

Main tasks:

- **Identifying training needs**
 - Identifying the training and developmental needs of an organization and its employees through job analysis, appraisal schemes, and regular consultation with department managers.
- **Developing and delivering [training programs](#)**
 - Developing effective training programs and courses that are aligned with the institution's objectives. This involves selecting appropriate instructional methods such as lectures, simulation exercises, group discussions, learning objects, and e-learning platforms.
 - Development or sourcing training materials, manuals, multimedia aids, and other educational materials.
 - Keeping detailed records of training programs, attendees, outcomes, and feedback to ensure compliance and for future reference.
- **Evaluating the effectiveness of [training programs](#)**
 - Assessing the effectiveness of training programs by collecting feedback, monitoring performance.
- **[Implementation of certification policies](#)** for training programs.
- Statistical **reports and multimedia presentations**.
- **Trainer** in [training programs](#) related to my scientific field.
- **[Quality control](#)** on EKDDA's management services.
- Programming and support EKDDA's **seminars, workshops, conferences**.
- Contribution to **software design** (related to my scientific field).

Department Certification of training programs, training material and teacher's knowledges/skills |

Address 211, Pireos str., 17778, Athens, Greece | **Email** quality@ekdd.gr | **Website** <https://www.ekdd.gr/en/>

Link <https://www.ekdd.gr/en/ekdda/our-identity/>

01/10/1998 – 12/04/2008 Athens, Greece

SCIENTIFIC AND ADMINISTRATIVE ASSISTANT ENVIRONMENTAL EDUCATION CENTER (UNIV. OF ATHENS)

Main tasks:

- Provide **support on workshops** and **training sessions for educators** to enhance their environmental teaching skills.
- **Collaborate with educators and students** to develop and implement effective environmental education resources.
- **Handling electronic communication** (emails, telephone, ...) with students, educators and external stakeholders.
- **Digital (educational) resources creation** and management.
- Support in **managing office projects** and tasks.
- **Develop reports and multimedia presentation**.
- Providing **support for environmental education programs** and activities.

- **Manage and maintain environmental education data**, e.g. activities, resources, information, etc.
- **Member of the "Journal of Environmental Education"** of the Center.

Business or Sector Education |

Department School of Education / Dept. of Philosophy-Pedagogy-Psychology/ Section of Pedagogy |

Address School of Philosophy (office 522), University Campus , 15784, Athens, Greece | **Email** info@eel.uoa.gr |

Website <http://en.eel.eds.uoa.gr/>

● EDUCATION AND TRAINING

01/05/2002 – 18/07/2007 Athens, Greece

ACADEMIC DOCTORATE IN EDUCATIONAL TECHNOLOGY (PH.D.) Univ. of Athens / School of Philosophy (Humanities & Social Sciences)

This research focuses on pedagogical activities development (didactic approaches and teaching methods) with the use of Information and Communication Technologies (ICT), which support the student to understand in a holistic manner, to manage and finally to resolve environmental issues. (School of Philosophy (Humanities & Social Sciences) / Dept. of Pedagogy, Philosophy and Psychology).

Address Panepistimioupolis Zografou, 15703, Athens, Greece | **Website** <http://en.ppp.uoa.gr/> |

Field of study Education | **Final grade** Excellent | **Level in EQF** EQF level 8 | **National classification** 8 |

Thesis Information and Communication Technology as a Teaching and Learning Tool in Environmental Education

Link <http://thesis.ekt.gr/thesisBookReader/id/23028#page/1/mode/2up>

01/09/1992 – 16/05/1997 Athens, Greece

ACADEMIC BACHELOR IN MATHEMATICS National Kapodistrian University / School of Science / Department of Mathematics

- Course direction:
 - Theoretical Mathematics.
 - Computer programming.
- Until the 4th semester I studied at the [Department of Mathematics / Université catholique de Louvain](#) (Louvain-la-Neuve, Belgium)
- From the 5th semester I continued my studies at the University of Athens.

Address Panepistimioupolis Zografou, 15703, Athens, Greece | **Website** <https://en.math.uoa.gr/> |

Field of study Natural sciences, mathematics and statistics | **Level in EQF** EQF level 6 | **National classification** 6

26/04/1988 – 26/04/1988 Brussels, Belgium

DIPLOMA FOR THE SUCCESSFUL COMPLETION OF SECONDARY STUDIES Baccalauréat

Mathematics (French language)

Level in EQF EQF level 4

● LANGUAGE SKILLS

Mother tongue(s): **GREEK**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
ENGLISH	B2	C1	B2	B2	B2
FRENCH	C2	C2	C1	C1	C1

SKILLS

Analysis and Criticism

Critical thinking | Organizational and planning skills | Detail-Oriented | Problem-solving

ICT skills

Computer hardware | Communication software and social media | ICT in education

Team member

Team-work oriented | Good listener and communicator

Me

curious | positive thinking | pragmatic

ADDITIONAL INFORMATION

PUBLICATIONS

--- BELOW, I REFER TO INDICATIVE TITLES OF PUBLICATIONS AND BOOKS ---

[How Greek Students Experienced Online Education during COVID-19 Pandemic in Order to Adjust to a Post-Lockdown Period](#)

– 2021

Following an unprecedented situation of confinement due to the COVID-19 pandemic, academic institutions were called to focus on supporting telecommunications technologies. For the first time, Higher Education went completely online. The authors of this research conducted an online voluntary survey where Greek students could answer questions about the distance education, they had experienced during the COVID-19 lockdown, particularly of the synchronous type. The purpose of this research was to investigate the major issues that created impediments to the students, both the technical barriers that made it difficult to communicate, and the teaching/learning challenges raised because of emerging trends. Recognizing the main problems that arose in the educational process during the lockdown period leads to a better communication in the future in the field of distance education.

Giannoulas, Angelos; Stampoltzis, Aglaia; Kounenou, Kalliopi; Kalamatianos, Antonios

Link <https://files.eric.ed.gov/fulltext/EJ1312066.pdf>

[Attitudes and Perceptions Towards Mathematics by Greek Engineering Students at University: An Exploratory Study](#)

– 2021

Mathematics is a constituent of the education of Engineering students. This paper reports on a study investigating the attitudes and perceptions towards mathematics of first year Engineering students. The sample consisted of 145 freshmen (80 men and 65 women) from one Greek university, derived from three Engineering departments (Mechanical, Electrical and Civil). A two-part questionnaire with satisfactory reliability in each part was completed by the participants. Data was analyzed using descriptive statistics, correlations and exploratory factor analysis. The data analysis led to nine factors which shape and mediate students' mathematical attitudes and perceptions. These factors are: 'Anxiety', 'Confidence', 'Learning goals', 'Theory of intelligence', 'Persistence', 'Approach', 'Learning strategies', 'Prior experience' and 'General issues'.

Angelos Giannoulas, Aglaia Stampoltzis

Link <https://www.iejme.com/download/attitudes-and-perceptions-towards-mathematics-by-greek-engineering-students-at-university-an-10906.pdf>

From in-person learning with digital tools to distance learning: Moving from theory to practice (Open Academic Editions - Kallipos)

– 2023

Because of the pandemic, the educational community experienced all of a sudden, a different approach to teaching. It is clear that we are not likely to return to the world we knew before the pandemic. Many people think about the need to renew education, based mainly on the knowledge and opportunities that online communication has brought forth. However, in order not to exacerbate the inequalities that have emerged in the pandemic era, any renewal must safeguard the right to education for all; especially with respect to distance education, which is a form with particular features, and which requires the commitment of the teacher and the student in adapting to new communication prospects. Subsequently, we reevaluate not technology, as we are used to in the recent decades, but education itself as a process of transmission and acquisition of knowledge, experience, and skills. We may say that we are faced with reconsidering what "instructional design" means and more generally what "teaching and learning" means in these new communication environments, which have appeared for so many years now but only recently, due to the pandemic, have become known to the majority of the educational community. And as it has been the case in all periods of human history, it is up to us, the teachers, to either concentrate on our students, preparing them for this new field of educational change, or let them simply follow an evolution progress that others will create. It is certain that through the pages of this book, every aspect of education with digital tools or distance education cannot be covered, but it can contribute to preparing the teacher to use digital technology in the classroom as well as in the distance education process.

Angelos Giannoulas

Link <https://repository.kallipos.gr/bitstream/11419/8637/1/404-GIANNOULAS-From-in-person-learning.pdf>

The experience of distance education of students with learning disabilities or disability in the COVID-19 period: A pilot study (in Greek)

– 2020

The rapid spread of the coronavirus (COVID-19) in early 2020 was an unexpected situation that affected all areas of people's lives. The suspension of educational institutions was imposed almost simultaneously in 61 countries. Universities had to adapt to distance education in a short period of time (a few weeks), facing a big challenge. The purpose of this paper is to record the degree of acceptance of distance teaching and learning methods by students with special educational needs (disability/illness or learning difficulties) studying in public universities, but also to identify possible obstacles, difficulties and advantages of online learning in the midst of COVID-19. The research sample was 73 male and female students (37 with a condition/disability and 36 with diagnosed learning difficulties) from twelve university institutions in the country. To collect the data, a questionnaire of closed questions was constructed, which was answered electronically by the participants. According to the results, the perception of students with special educational needs towards distance education is generally positive, with students with a disability/condition expressing a slightly more positive attitude. 2/3 of the students responded positively to the prospect of continuing distance learning even after the end of the pandemic.

Aglaia Stampoltzis, Angelos Giannoulas, Antonios Kalamatianos

Link <https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/24497/21045>

Introducing the exploratory methodology using ICT. Training future Electrical & Electronic Engineering Educators (in Greek)

– 2019

One of the main objectives of the laboratory course "Educational applications with computers" of the students of the Department of Educational Electrical & Electronic Engineering of ASPAITE, is the knowledge of creating educational scenarios using ICT. It is natural that new students, future teachers without experience have difficulty understanding the complexity of the concept "educational script". In the international literature there is often the question of how we can create teaching frameworks with the use of ICT, in order to better support the professional education of our future teachers. Trying to improve the professional development of our students, we created a workshop where students experienced the development of an educational scenario with ICT, where they could distinguish all its parameters. The workshop concerned the planning, methodology and evaluation of a teaching scenario using ICT, to generalize a mathematical concept through exploratory and collaborative activities. Despite the specificity of the scenario, the new teachers showed that they understand both the methodological framework and the contribution of ICT.

Giannoulas Angelos, Siorikis Vasilios

Link <https://www.etpe.gr/wp-content/uploads/pdfs/etpe2654.pdf>

Perspectives on Emergency Remote Teaching during COVID-19 Pandemic in a Sample of Greek Undergraduate Students: The Role of Self-Image

– 2023

Emergency remote teaching replaced the in-person education in academic institutions as a result of the COVID-19 pandemic. Students with different personality traits experienced this abrupt change to distance learning in different ways. Thus, this research aims to examine the interplay between several facets of the students' experience of emergency remote teaching, such as concerns about, tiredness with, and lack of communication during the first Greek lockdown, and their self-image through their core self-evaluations. The results of the study showed that self-image has an effect on students' feeling of tiredness with distance learning, while female students demonstrated higher tiredness with distance learning and lack of communication.

K.Kounenou, A. Giannoulas, A. Stampoltzis, A. Kalamatianos, N. Kourmoussi, Ch. Pezirkianidis

Link <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9819757/>

The Greek version of the blended teaching readiness instrument (BTRI): Results of the pretest study and the content validation

– 2025 - To be published

During the Covid-19 period we have realized the importance of being able to communicate using technology and to maintain our educational pursuits. A new approach to education emerged, namely flexible schools, that can exist in both conventional and digital form, creating a new type of education called "blended learning". Blended learning combines online technology for distance learning with technology of in-person classroom-based learning, to provide education, and especially in every critical situation. The purpose of this study was the translation and the adaptation of the Blended Teaching Readiness instrument – BTRI (Archibald, Graham, & Larsen, 2021), from English language to Greek. The BTRI is a tool that assesses five instructional modules: teacher attitudes, learning activities, use of digital data, learning environments, and distant interaction.

A. Giannoulas, A. Kalamatianos, K. Kounenou

Link TO BE PUBLISHED IN: <https://olj.onlinelearningconsortium.org/index.php/olj/index>

DRIVING LICENCE

Driving Licence: A

Driving Licence: B

RECOMMENDATIONS

Kalia Kounenou Professor

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Link <https://edu.aspete.gr/kounenou-kalliopi/>

Dimitrios Kehrakos Professor

Professor of Physics of the Pedagogical Department of the School of Pedagogy and Technological Education (ASPETE)

Email dkehrakos@aspete.gr | **Phone** (+30) 694877890

Link <http://users.ntua.gr/kehrakos/>

ORGANISATIONAL SKILLS

Organisational skills Excellent ability to organize and prioritize, on a personal and on professional level

COMMUNICATION AND INTERPERSONAL SKILLS

Communication and interpersonal skills Good communicative skills gained through my experience as a Teacher and as Head of a Public Administration Dept.

REFERENCES, DOCUMENTS, CERTIFICATES

Documents and Certificates

All documents and certificates are available upon request - also in digital format.
