

Curriculum Vitae of Emmanuel Fokides

Personal info

- Date of birth: 12-24-1965
- Place of birth: Thessaloniki, Greece
- Marital status: Divorced, two children

Professional status

- **2017-today**
Assistant Professor, University of the Aegean, Department of Primary Education.
- **2005-2017**
Lecturer, University of the Aegean, Department of Primary Education.
- **1998-2013**
Primary school teacher.

Studies

- **2005**
Ph.D., University of the Aegean, Department of Primary Education. Scientific field: ICT in Education. Title: Development of a virtual reality application for teaching road safety to primary school students.
- **1999**
Bachelor's Degree, University of the Aegean, Department of Primary Education.
- **1986**
Bachelor's Degree, Teachers Academy of Thessaloniki.

Academic teaching experience

- **2005-today**
Assistant Professor, Lecturer, and Adjunct Lecturer, University of the Aegean, Department of Primary Education.

Courses (selection):
Introduction to Information and Communication Technologies. Mandatory undergraduate course. Winter semester.
3D Graphics and Virtual Reality in Education. Mandatory undergraduate course. Spring semester.
Educational Uses of Multimedia Applications I. Optional undergraduate course. Winter semester.
Educational Uses of Multimedia Applications II. Optional undergraduate course. Spring semester.
Development of educational augmented reality applications. Optional undergraduate course. Winter semester.
Educational programming environments. Optional undergraduate course. Spring semester.
ICT in education. Mandatory Master's degree course. Winter semester.
Special issues concerning the use of ICT in education. Optional Master's degree course. Spring semester.
New Technologies in Education. Mandatory Master's degree course. Winter semester.
Lecturer, students' exchange programs:

Paideia program, teaching to university students from the USA. (academic year 2016-2017)

Lecturer, international summer schools:

Designing Educational Games Summer School 2014 & 2015.

Digital Storytelling Summer School 2015.

Summer School Virtual Reality 2013 & 2014.

Innovative Educational Methodologies for Schools 2011 & 2012.

Multigrade teaching, new educational methodologies for the standard and multigrade schools 2009 & 2010.

**Supervisor
&
supervisory
committee
member**

▪ **2013-Today**

Supervisor for 3 Ph.D. students.

Doctoral supervisory committee (member of thesis committee) for 2 Ph.D. candidates.

Supervisor for 37 master's degree students (master's thesis).

Master's supervisory committee (member of master's thesis committee) for 90 students.

Supervisor for 17 graduate students (graduate thesis).

Graduate supervisory committee (member of graduate thesis committee) for 23 graduate students.

**Projects'
coordinator**

▪ **2016-2018**

University of the Aegean lifelong learning program, 3D educational games-Serious games.

▪ **2015**

International Summer School, Digital Storytelling Summer School, DiSSS 2015, University of the Aegean.

International Summer School, Designing Educational Games Summer School, DEGSS 2015, University of the Aegean.

International Summer School, Educational Uses of 3D Graphics-Virtual Reality, SSVR 2015, University of the Aegean.

▪ **2014**

International Summer School, Designing Educational Games Summer School, DEGSS 2014, University of the Aegean.

International Summer School, Educational Uses of 3D Graphics-Virtual Reality, SSVR 2014, University of the Aegean.

**Teaching
experience
colleges**

▪ **2007**

College teacher, Athens Metropolitan College, Departments of Business Administration, Psychology, and Pre-primary education.

Courses:

Computers Fundamentals and Applications. Mandatory Bachelor's degree course. Winter and Spring semesters.

Information Society. Mandatory Bachelor's degree course. Winter semester.

**Teaching
experience
vocational
education**

▪ **1999-2011**

ICT instructor, Technical Profession Training Institutes in Rhodes and in Athens.

Courses (selection):

Introduction to multimedia applications, Databases I & II, Image processing, Computer networking I & II, Web pages' design I & II, Network administration, Animation, Programming in SQL/4GL, Internet technology.

**Teaching
experience
primary
education**

- **2010-2013**
Primary school headmaster.
- **1989-2013**
Primary school teacher.

**Teaching
experience
other
educational
organizations**

- **2011-2013**
Instructor of ICT trainers, University of the Aegean.
- **2003**
Greek language teacher to repatriated Greeks from Russia, MIT Center for Professional Training.
- **2002**
ICT teacher, AKMON Center for Professional Training.
- **2000**
Tutor, program: ICT and school libraries, University of the Aegean.
Tutor, program: Odysseas, training of high school teachers in ICT.
- **1999**
Tutor, seminar: Computer usage and office applications for librarians, University of the Aegean.
- **1998**
Tutor, seminar: Computer usage and office applications for judicial staff, University of the Aegean.
- **1997**
Tutor, seminar: Computer usage and office applications for primary school teachers, Dodecanese Prefectural Committee for Civil Training.
Tutor, seminar: The Internet and environmental education, SOCRATES, E.U. program.
Tutor, seminar: Computer usage for new and unemployed personnel, University of the Aegean Center for Professional Training.
- **1996**
Tutor, seminar: Computer usage and office applications for primary school teachers, Dodecanese Prefectural Committee for Civilian Training.

**Other
professional
activities**

- **2002-2003**
Coordinator at AKMON Center for Professional Training, for the following E.U. funded projects:
Development of Internet applications, Web pages' design, Maintenance of computer networks, Hardware maintenance, Development of e-commerce applications, Network administration, Development of Java applications, Basic concepts in computer networking.
- **1995-1998**
Detached teacher, Computers Lab, Department of Primary Education, University of the Aegean.
- **1989-1993**
Employee at Momentous Ltd, hardware, and software company, Thessaloniki. Greece.

Research activities

- **2016**
Co-Investigator, project: e-Regenerated Freirean Literacy through Empowering Community Techniques (e-Reflect). Erasmus+ KA2 E.U. funded project, University of the Aegean.
- **2015-today**
Independent-private research, project: Emerging Technologies in Education (ETIE). Partial funding from the private sector.
- **2006-2009**
Co-Investigator, project: Rural Wings, E.U. funded project, University of the Aegean.
- **2003-2006**
Co-Investigator, project: ZEUS, DIAS-Satellite Network of Rural Schools, E.U. funded project, University of the Aegean.
- **2002-2004**
Co-Investigator, project: M.U.S.E., Multigrade School Education, SOCRATES, E.U. program.
- **2001, 2000, 1999**
Independent-private research, project: Research on synchronous and asynchronous teaching methods. Department of Primary Education, University of the Aegean.
- **2000-2001**
Co-Investigator, project: School Educational Network, SXEDIA. Ministry of the Aegean funded project.
- **2000**
Independent-private research, project: Primary school teachers and their attitudes towards ICT. Own research project.
- **1996-2000**
Network research engineer, project: Aegean-Net, University of the Aegean, Greek Ministry of Education funded project.
- **1998-1999**
Co-Investigator, project: Development and administration of a distance education system at Tilos High school, University of the Aegean.
- **1997, 1998, 1999**
Independent-private research, project: ICT penetration in Dodecanese primary schools. Department of Primary Education, University of the Aegean.

Awards

- **2020**
Excellence of the Postgraduate Program "Educational sciences-Education using New Technologies" for the papers:
Fokides, E., & Papoutsi, A. (2019). Using Makey-Makey for teaching electricity to primary school students. A pilot study. *Education and Information Technologies*, 2019, 1-23. <https://doi.org/10.1007/s10639-019-10013-5>
- Chartofili, A., & Fokides, E. (2019). Teaching local history, culture, traditions, and customs using digital games. Preliminary results from a case study in the island of Nisyros. *Open Journal for Educational Research* 3(2), 81-94. <https://doi.org/10.32591/coas.ojer.0302.04081c>

▪ **2019**

Excellence of the Postgraduate Program "Educational sciences-Education using New Technologies" for the paper:

Fokides, E., & Atsikpasi, P. (2018). Development of a model for explaining the learning outcomes when using 3D virtual environments in informal learning settings. *Education and Information Technologies*, 25(3), 2265-2287. <https://doi.org/10.1007/s10639-018-9719-1>

▪ **2018**

Best paper award at the annual excellence awards of the University of the Aegean for the paper:

Fokides, E., & Sfakianou, M. (2017.). Virtual museums in arts education. Results of a pilot project in primary school settings. *Asian Research Journal of Arts & Social Sciences* 3(1), 1-10. <https://doi.org/10.9734/ARJASS/2017/33601>

Excellence of the Postgraduate Program "Educational sciences-Education using New Technologies" for the above paper.

Excellence of the Postgraduate Program "Educational sciences-Education using New Technologies" for the paper:

Fokides, E., Papadakis, D., & Kourtis-Kazoulis, V. (2017). To drone or not to drone? Results of a pilot study in primary school settings. *Journal of Computers in Education*, 4(3), 339-353. <https://doi.org/10.1007/s40692-017-0087-4>

▪ **2017**

Honorable mention at the annual excellence awards of the University of the Aegean for Fokides, E., & Zampouli, C. (2017). Content and Language Integrated Learning in OpenSimulator Project. Results of a pilot implementation in Greece. *Education and Information Technologies*, 22(4), 1479-1496. <https://doi.org/10.1007/s10639-016-9503-z>

Excellence of the Postgraduate Program "Educational sciences-Education using New Technologies" for the above paper.

Journals' scientific committee member

▪ **2019**

EducatioNext, The journal for tomorrow's education.

Neos Paidagogos online.

Edited volumes editorial advisory board member

▪ **2019**

Teaching, learning, and leading with computer simulations. Hershey, PA: IGI Global. J. Y. Qian lead editor.

▪ **2018**

Integrating multi-user virtual environments in modern classrooms. Hershey, PA: IGI Global. J. Y. Qian lead editor.

Conferences' scientific committee member

▪ **2020**

20th IEEE International Conference on Advanced Learning Technologies (ICALT 2020). 6-9 July. Tartu, Estonia.

▪ **2019**

2nd Panhellenic Conference: Open Educational Resources and e-Learning. December 13-14 Δεκεμβρίου. Corinth: University of Peloponnese.

6th Panhellenic Conference for the Integration and Use of ICT in the Educational Process. October 18-20. Athens: University of Athens.

4th Seminar of doctoral candidates of the Department of Primary Education. June 22nd. Rhodes: Department of Primary Education, University of the Aegean.

4th Scientific Conference of the Postgraduate Program "Educational Sciences-education using new technologies". May 19th. Rhodes: Department of Primary Education, University of the Aegean.

10th Panhellenic Conference of Educators on ICT, "Exploitation of Information and Communication Technologies in Teaching Practice". April 12-14. Rhodes.

▪ **2018**

11th Panhellenic Conference, Basic and Continuous Teachers' Education in a Complex and Changing Environment, November 23-25. Patras: Department of Primary Education.

14th Panhellenic Conference, Education in the era of ICT, November 10-11. Athens: Neos Pedagogos.

5th Panhellenic Conference, Neos Pedagogos, April 28-29. Athens: Neos Pedagogos.

▪ **2017**

4th Panhellenic Conference, Neos Pedagogos, April 1-2. Athens: Neos Pedagogos.

1st Conference of Undergraduate Students of the Educational Departments of the School of Humanities-EduTopia. Rhodes: School of Humanities.

▪ **2016**

13th Panhellenic Conference, Education in the era of ICT, November 5-6. Athens: Neos Pedagogos.

Workshop on the preparation of dissertations of the postgraduate program Educational Sciences-Education Using New Technologies. Rhodes: University of the Aegean In Rhodes.

Reviewer

▪ **2020**

20th IEEE International Conference on Advanced Learning Technologies (ICALT 2020). 6-9 July. Tartu, Estonia.

Hellenic Journal of STEM Education. The International Society of Educational Research.

▪ **2019-today**

IEEE Access. IEEE.

Computers & Education. Elsevier.

Themes in eLearning.

Encyclopedia of organizational knowledge, administration, and technologies. IGI Global.

Mobile learning applications in early childhood education. IGI Global.

6th Panhellenic Conference for the Integration and Use of ICT in the Educational Process. Athens: University of Athens.

Smart pedagogy of digital learning. Routledge/Taylor & Francis.

New Review of Hypermedia and Multimedia. Taylor & Francis.

Teaching, learning, and leading with computer simulations. IGI Global.

▪ **2018-today**

Themes in eLearning.

Journal of Smart Education and Urban Society. IGI Global.

Journal of Computers in Education. Springer.

Encyclopedia of Organizational Knowledge, Administration, and Technologies. IGI Global.

International Conference on Technology and Innovation in Learning, Teaching and Education, June 20-22. Thessaloniki: Aristotle University of Thessaloniki.

14th Panhellenic Conference, Education in the Era of ICT, November 10-11. Athens: Neos Pedagogos.

5th Panhellenic Conference, Neos Pedagogos, April 28-29. Athens: Neos Pedagogos.

▪ **2017-today**

International Online Journal of Educational Sciences. Educational Researches and Publications Association (ERPA).
Technology, Knowledge, and Learning. Springer.
4th Panhellenic Conference, Neos Pedagogos, April 1-2. Athens: Neos Pedagogos.

▪ **2016**

Integrating multi-user virtual environments in modern classrooms. IGI Global.
Encyclopedia of Information Science and Technology (4th ed.). IGI Global.
13th Panhellenic Conference, Education in the Era of ICT, November 5-6. Athens: Neos Pedagogos.
10th Panhellenic Conference of ICT Educators, Information Technology in Primary and Secondary Education-Roles and Applications. Nafplio: University of Peloponnese.

▪ **2015-today**

Journal of Teaching and Learning with Technology. Indiana State University.
Journal of Educational Leadership and Policy. American Institute of Science.
International Journal of Education and Information Technology. American Institute of Science.
Research in Learning Technology. Co-Action Publishing.
Education and Information Technologies. Springer.
American Journal of Educational Research. Science and Education an Open Access and Academic Publisher.
International Online Journal of Educational Sciences. Educational Researches and Publications Association.
EIIIC 2016, 5th Electronic International Interdisciplinary Conference. The Czech Republic.
Rethinking Language, Diversity, and Education, International Conference. Rhodes: University of the Aegean.

Impact

Citations: 413.
h-index: 9.
i10-index: 7.

Books

▪ **2011**

Fokides, E., & Tsolakidis, C. (2011). *Εικονική πραγματικότητα στην εκπαίδευση: Θεωρία και πράξη* [Virtual Reality in education: Theory and practice]. Athens: Diadrasi.

▪ **2007**

Tsolakidis, C., Sotiriou, S., Karpati, A., Pincas, A., Koulouris, P., Dima, G., . . . Fokides, E. (2007). *Report on multigrade education*. Athens: EPINOIA.

**Chapters
in edited volumes**

▪ **2020**

Fokides, E., & Zachristou, D. (2020). Teaching natural sciences to kindergarten students using tablets. Results from a pilot project. In S. Papadakis, & M. Kalogiannakis (Eds.), *Mobile learning applications in early childhood education* (pp. 40-60). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-1486-3.ch003>

Fokides, E., & Kostas, A. (2020). Pre-service teachers and computers: A (still) troubled relationship. In L. A. Tomei, & D. D. Carbonara (Eds.), *Handbook of research on diverse teaching strategies for the technology-rich classroom* (pp. 15-31). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-0238-9.ch002>

Chronopoulou, M-. I., & Fokides, E. (2020). Using a 3D simulation for teaching functional skills to students with learning, attentional, behavioral, and emotional disabilities. A case study. In J. Y. Qian (Ed.), *Teaching, learning, and leading with computer simulations*

(pp. 209-233). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-7998-0004-0.ch008>

▪ **2019**

Fokides, E. (2019). Tablets and Geography. Initial findings from a study in primary school settings. In M. Tsitouridou, J. A. Diniz, & T. A. Mikropoulos (Eds.), *Technology and innovation in learning, teaching, and education* (pp. 431-443). Switzerland: Springer Nature. https://doi.org/10.1007/978-3-030-20954-4_32

Fokides, E. (2019). Κινητές συσκευές και μάθηση. Μία κριτική θεώρηση [Mobile devices and learning. A critical review]. In A. Sofos, P. Karamouzis, V. Kazoullis, M. Skoumios, & A. Kostas (Eds.), *Εκπαίδευση με Χρήση Νέων Τεχνολογιών. Διδασκαλία και μάθηση μέσω φορητών συσκευών: Συνέπειες και προκλήσεις για την εκπαίδευση* [Education with the use of New Technologies. Teaching with the use of mobile devices: Consequences and challenges for education] (pp. 41-54). Athens: Grigoris Editions.

Paradakis, D., & Fokides, E. (2019). Διδασκαλία με drones, χαράζοντας μονοπάτια στην εκπαιδευτική αξιοποίηση των τεχνολογιών αιχμής [Teaching with drones, carving paths in educational exploitation of cutting-edge technologies]. In A. Sofos, P. Karamouzis, V. Kazoullis, M. Skoumios, & A. Kostas (Eds.), *Εκπαίδευση με Χρήση Νέων Τεχνολογιών. Διδασκαλία και μάθηση μέσω φορητών συσκευών: Συνέπειες και προκλήσεις για την εκπαίδευση* [Education with the use of New Technologies. Teaching with the use of mobile devices: Consequences and challenges for education] (pp. 119-131). Athens: Grigoris Editions.

▪ **2018**

Fokides, E., & Atsikpasi, P. (2018). Factors affecting primary school students' learning experiences when using MUVES. Development and validation of a scale. In J. Y. Qian (Ed.), *Integrating multi-user virtual environments in modern classrooms* (pp. 185-206). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-5225-3719-9.ch00>

Zampouli, C., & Fokides, E. (2018). Η σημασία των τρισδιάστατων εικονικών περιβαλλόντων πολλών χρηστών στο πλαίσιο της εκπαιδευτικής διαδικασίας [The importance of MUVES as part of the educational process]. In A. Sofos, G. Liarakou, P. Karamouzis, V. Kazoullis, & A. Kostas (Eds.), *Εκπαίδευση με Χρήση Νέων Τεχνολογιών, Νέα Μέσα-Νέα Μάθηση*; [Education with the use of New Technologies. New Media-New Learning?] (pp. 176-188). Athens: Grigoris Editions.

Tsolakidis, K., & Fokides, E. (2018). Η εξέλιξη της τεχνολογίας, νέες απόψεις και δεξιότητες για την εκπαίδευση [The evolution of technology, new views and skills for education]. In A. Sofos, G. Liarakou, P. Karamouzis, V. Kazoullis, & A. Kostas (Eds.), *Εκπαίδευση με Χρήση Νέων Τεχνολογιών, Νέα Μέσα-Νέα Μάθηση*; [Education with the use of New Technologies. New Media-New Learning?] (pp. 40-52). Athens: Grigoris Editions.

▪ **2017**

Fokides, E. (2017). Three cases of unconventional educational uses of digital storytelling. In M. Khosrow-Pour (Ed.), *Encyclopedia of information science and technology* (4th ed.) (pp. 2616-2625). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-5225-2255-3.ch228>

Fokides, E. (2017). Τρισδιάστατα εκπαιδευτικά παιχνίδια, σοβαρά παιχνίδια [3D games, serious games]. In A. Sofos, E. Avgerinos, P. Karamouzis, L. Christodoulidou, & M. Darra (Eds.), *Εκπαίδευση με χρήση Νέων Τεχνολογιών. Παιδαγωγική αξιοποίηση ψηφιακών μέσων στην εκπαιδευτική διαδικασία* [Education with the use of New

Technologies. Digital media in the educational process] (pp. 75-91). Athens: Grigoris Editions.

Fokides, E., Mastrokourou, A., & Atsikpasi, P. (2017). Teaching basic astronomy concepts to pre-service teachers using 3D virtual environments. In P. Tripathi & S. Mukerji (Eds.), *Handbook of research on technology-centric strategies for higher education administration* (pp. 175-194). Hershey PA: IGI Global. <https://doi.org/10.4018/978-1-5225-2548-6.ch011>

▪ **2013**

Fokides, E., & Tsolakidis, C. (2013). Η εικονική πραγματικότητα στην εκπαίδευση [Virtual reality in education]. In A. Sofos & C. Vratsalis (Eds.), *Παιδαγωγική αξιοποίηση των νέων μέσων στην εκπαιδευτική διαδικασία* [Educational uses of ICT] (pp. 185-204). Athens: Ion.

▪ **2010**

Fokides, E., & Tsolakidis, C. (2010). A pilot project to teach road safety using desktop virtual reality. In S. Mukerji (Ed.), *Cases on technology enhanced learning through collaborative opportunities* (pp. 111-130). Hershey, PA: IGI Global. <https://doi.org/10.4018/978-1-61520-751-0.ch007>

Tsolakidis, C., & Fokides, E. (2010). Τα ολιγοθέσια και δυσπρόσιτα σχολεία στην εποχή της κοινωνίας της πληροφορίας [Multigrade schools in the information era]. In H. Athanasiadis (Ed.), *Διαστάσεις έρευνας στο χώρο της εκπαίδευσης και της παιδαγωγικής* [Research dimensions in education and pedagogy] (pp. 162-179). Athens: New technologies editions.

▪ **2005**

Tsolakidis, C., Fokides, E., & Vratsalis, C. (2005). Η στάση των εκπαιδευτικών της Πρωτοβάθμιας Εκπαίδευσης στις Τεχνολογίες της Πληροφορίας και της Επικοινωνίας [Attitudes of primary school teachers towards ICT]. In C. Vratsalis (Ed.), *Διδακτική εμπειρία και παιδαγωγική θεωρία* [Teaching experience and learning theories]. Athens: Nisos.

▪ **2020**

Fokides, E. (2020). My avatar and I. A study on avatars, personality traits, self-attributes, and their perceived importance. *Journal of Ambient Intelligence and Humanized Computing, 2020*. <https://doi.org/10.1007/s12652-020-01977-1>

Fokides, E., Atsikpasi, P., & Karageorgou, D. (2020). Tablets, plants, and primary school students. A study. *Technology, Knowledge, and Learning, 2020*. <https://doi.org/10.1007/s10758-020-09445-7>

Fokides, E., & Chachlaki, F. (2020). 3D multiuser virtual environments and Environmental Education. The virtual island of the Mediterranean monk seal. *Technology Knowledge and Learning, 25(1)*, 1-24. <https://doi.org/10.1007/s10758-019-09409-6>

Fokides, E., & Papoutsi, A. (2020). Using Makey-Makey for teaching electricity to primary school students. A pilot study. *Education and Information Technologies, 25(2)*, 1193-1215. <https://doi.org/10.1007/s10639-019-10013-5>

Kaimara, P., Fokides, E., Plerou, A., Atsikpasi, P., & Deliyannis, I. (2020). Serious games effect analysis on player's characteristics. *International Journal of Smart Education and Urban Society, 11(1)*, 75-91. <https://doi.org/10.4018/IJSEUS.2020010106>

Papers
in international
journals
(peer reviewed)

▪ **2019**

Fokides, E., Atsikpasi, P., Kaimara, P., & Deliyannis, I. (2019). Factors influencing the subjective learning effectiveness of serious games. *Journal of Information Technology Education: Research*, 18, 437-466. <https://doi.org/10.28945/4441>

Fokides, E., Chronopoulou, M. I., & Kaimara, P. (2019). Comparing videos and a 3D virtual environment for teaching school-related functional skills and behaviors to students with ADHD or developmental dyslexia, displaying challenging behaviors: a case study. *Research and Practice in Technology Enhanced Learning*, 14, 22. <https://doi.org/10.1186/s41039-019-0117-0>

Fokides, E., Atsikpasi, P., Kaimara, P., & Deliyannis, I. (2019). Let players evaluate serious games. Design and validation of the Serious Games Evaluation Scale. *International Computer Games Association Journal*, 41(3), 116-137. <https://doi.org/10.3233/ICG-190111>

Chartofili, A., & Fokides, E. (2019). Teaching local history, culture, traditions, and customs using digital games. Preliminary results from a case study in the island of Nisyros. *Open Journal for Educational Research* 3(2), 81-94. <https://doi.org/10.32591/coas.ojer.0302.04081c>

▪ **2018**

Fokides, E. (2018). Tablets in primary schools: Results of a study for teaching the human organ systems. *International Journal of Smart Education and Urban Society*, 9(3), 1-16. <https://doi.org/10.4018/IJSEUS.2018070101>

Fokides, E. (2018). Teaching basic programming concepts to young primary school students using tablets: Results of a pilot project. *International Journal of Mobile and Blended Learning*, 10(1), 34-47. <https://doi.org/10.4018/IJMBL.2018010103>

Fokides, E. (2018). Digital educational games and Mathematics. Results of a case study in primary school settings. *Education and Information Technologies*, 23(2), 851-867. <https://doi.org/10.1007/s10639-017-9639-5>

Fokides, E., & Atsikpasi, P. (2018). Development of a model for explaining the learning outcomes when using 3D virtual environments in informal learning settings. *Education and Information Technologies*, 25(3), 2265-2287. <https://doi.org/10.1007/s10639-018-9719-1>

Fokides, E., & Mastrokourou, A. (2018). Results from a study for teaching human body systems to primary school students using tablets. *Contemporary Educational Technology*, 9(2), 154-170. <https://doi.org/10.30935/cet.414808>

▪ **2017**

Fokides, E. (2017). Students learning to program by developing games: results of a year-long project in primary school settings. *Journal of Information Technology Education: Research*, 16, 475-505. <https://doi.org/10.28945/3893>

Fokides, E. (2017). Tablets, very young primary school students, and basic programming concepts. *Asian Journal of Education and e-learning*, 5(3), 86-94. <https://doi.org/10.24203/ajeel.v5.i3.474>

Fokides, E. (2017). A model for explaining primary school students' learning outcomes when they use multi-user virtual environments. *Journal of Computers in Education*, 4(3), 225-250. <https://doi.org/10.1007/s40692-017-0080-y>

Fokides, E. (2017). Greek pre-service teachers' intentions to use computers as in-service teachers. *Contemporary Educational Technology, 8*(1), 56-75.

Fokides, E. (2017). Pre-service teachers' intention to use MUVes as practitioners. A structural equation modeling approach. *Journal of Information Technology Education: Research, 16*, 47-68.

Fokides, E. (2017). Informing students about bullying through the development of digital stories. Results of a project in Greece. *The Online Journal of New Horizons in Education, 7*(1), 113-122.

Fokides, E. (2017). Using digital storytelling to inform students about bullying. Results of a pilot program. *International Journal of Bias, Identity, and Diversities in Education, 2*(1), 27-39. <https://doi.org/10.4018/IJBIDE.2017010103>

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Fokides, E., & Atsikpasi, P. (2017). Tablets in education. Results from the initiative ETIE, for teaching plants to primary school students. *Education and Information Technologies, 22*(5), 2545-2563. <https://doi.org/10.1007/s10639-016-9560-3>

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▪ **2016**

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▪ **2003**

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▪ **2002**

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▪ **2001**

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▪ **2000**

Tsolakidis, C., & Fokides, E. (2000). Σχολικός Εκπαιδευτικός Δικτυακός Ιστός Αιγαίου [Aegean Schools' Network]. *Proceedings of the 2nd Pan-Hellenic Conference: ICT in Education*, 617-623. Patras, Greece: University of Patras.

▪ **1999**

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▪ **1998**

Kefalakis, N., & Fokides, E. (1998). Οι ηλεκτρονικοί υπολογιστές στο δημοτικό σχολείο: Εμπειρίες από το σχολείο της Κρεμαστής [Computers in primary schools: Experiences from Kremasti's primary school]. *Proceedings of the ICT in Primary School Education Conference*, 140-158. Rhodes, Greece: University of the Aegean.

**Papers
under review**

Fokides, E., Kaimara, P., Deliyannis, I., & Atsikpasi, P. (n. d.). Development of a scale for measuring the learning experience in serious games. Preliminary results. (under review)

Fokides, E. (n. d.). Reflecting on the results of the initiative ETiE, for using tablets in primary schools. (under review)

Fokides, E. (n. d.). Digital educational games. (under review)

Fokides, E. (n. d.) Digital educational games in primary education. Revisiting the results of the research projects of the ETiE initiative (under review)

Fokides, E., Atsikpasi, P., Kaimara, P., & Deliyannis, I. (n. d.). Serious games: Are they effective? Let's ask the gamers! (under review)

Noula, A., & Fokides, E. (n. d.). Υλοποίηση και αξιολόγηση εκπαιδευτικού παιχνιδιού για τη διδασκαλία της τοπικής ιστορίας σε μαθητές του δημοτικού [Design and evaluation of an educational digital game for teaching local history to primary school students]. (under review)

Kaimara, P., Deliyannis, I., Oikonomou, C. A., & Fokides, E. (n. d.). Undergraduate students' attitudes towards collaborative digital learning games. (under review)

Fokides, E. (n. d.). Η εκπαιδευτική αξιοποίηση των αλληλεπιδραστικών βίντεο σφαιρικής λήψης [The educational exploitation of interactive 360° videos]. (under review)

Atsikpasi, P., & Fokides, E. (n. d.). Εικονικά περιβάλλοντα και άτυπη μάθηση. Ένα ερμηνευτικό μοντέλο [Virtual environments and informal learning. An explanatory model]. (under review)

Kefalaikis, P., Fokides, E. (n. d.). Εκπαιδευτικά τρισδιάστατα περιβάλλοντα πολλών χρηστών προσομοίωσης οικολογικών συστημάτων. Το παρόν και το μέλλον [Educational 3D multiuser environments simulating ecological systems. Present and future]. (under review)

Atsikpasi, P., & Fokides, E. (n. d.). Μια εναλλακτική προσέγγιση της μάθησης [An alternative approach to learning]. (under review)

Fokides, E., & Chronopoulou, M.- I. (n. d.). A 3D virtual environment for easing the challenging behaviors of students with ADHD. A comparative case study. (under review)

Kaimara, P., Fokides, E., Oikonomou, C. A., & Deliyannis, I. (n. d.). Potential barriers to the implementation of digital game-based learning in the classroom: pre-service teachers' views. (under review)

Fokides, E., & Chisenai, V. (n. d.). Η αξιοποίηση της εκπαιδευτικής ρομποτικής στη δευτεροβάθμια εκπαίδευση για την κατανόηση των αλγοριθμικών δομών [Using educational robotics in secondary education for teaching algorithms]. (under review)

Fokides, E., & Stamoulaki, A. (n. d.). Αξιοποιώντας ψηφιακά εκπαιδευτικά παιχνίδια για τη διδασκαλία του ηλεκτρισμού σε μαθητές του δημοτικού [Utilizing digital educational games for teaching electricity to primary school students]. (under review)

Kaimara, P., Fokides, E., Alevriadou, A., Oikonomou, A. (n. d.). Στάθμιση ερωτηματολογίου για τα συναισθήματα, τις στάσεις και τις ανησυχίες των Ελλήνων μελλοντικών εκπαιδευτικών για τη συνεκπαίδευση [Validation of a scale for assessing the feelings, attitudes, and concerns of Greek pre-service teachers about inclusive education. (under review)

Fokides, E., & Arvaniti, P.- A. (n. d.). Evaluating the effectiveness of 360o videos when teaching subjects related with environmental education to primary school students. (under review)

Fokides, E., Polydorou, E., & Mazarakis, P. (n.d.). Using spherical videos for teaching history to high school students. A study. (under review)

Atsikpasi, P., & Fokides, E. (n. d.). Ανασκόπηση πεδίου της εκπαιδευτικής χρήσης των γυαλιών εικονικής πραγματικότητας έξι βαθμών ελευθερίας [A scoping review of the educational uses of 6-DoF HMDs]. (under review)

Arvaniti, P. -A., & Fokides, E. (n. d.). Τα βίντεο 360ο στη διδασκαλία θεμάτων περιβαλλοντικής εκπαίδευσης σε μαθητές δημοτικού σχολείου. Αποτελέσματα από πιλοτική εφαρμογή [360o videos for teaching subjects related to environmental education to primary school students]. (under review)

Atsikpasi, P., & Fokides, E. (n. d.). A scoping review of the educational uses of 6DoF HMDs. (under review)

Polydorou, E., Fokides, E., Mazarakis, P., Atsikpasi, P. (n.d.). HistorEYE: Διδασκαλία στοιχείων Ιστορίας με χρήση σφαιρικών βίντεο σε μαθητές Γυμνασίου [HistorEYE: Teaching history to high school students using spherical videos]. (under review)

International collaborations

Collaboration with Triseum, LLC and with the Department of Visualization, College of Architecture, Texas A&M University, for the evaluation of serious games. (2017-2019)
Collaboration with Arloon-Dada Company, Spain, for the translation in Greek of the mobile applications Plants and Anatomy. (2016-2017)
Participation in Opensimulator's development team. Opensimulator is a 3D multiuser virtual environment. (2013)
Member of Microsoft's Future Social Experiences (FUSE) Lab. (2013)

Member of scientific communities and organizations

Member of Immersive Learning Research Network.
Member of Informing Science Institute.
Member of Institute for Systems and Technologies of Information, Control, and Communication
Member of I.E.E.E. (Institute of Electrical and Electronics Engineers) in Education και Computer Societies.
Member of I.F.E.T.S. (International Forum of Educational Technology and Society).
Member of S.A.N.T.E.C. (Southern African Network for Educational Technology and eLearning Constitution).
Member of T.A.P.C. (Traffic Accident Prevention Company).
Member of European eLearning Quality Forum.
Member of Quality in eLearning Community.

Member of educational committees

▪ **2007**
Member of the Municipal Educational Committee of Nea Chalkidona, Athens, Greece.

Other activities

Member of Greenpeace.
Registered instructor, National Accreditation Centre for Continuing Vocational Training.
Registered life-long and adult trainer, Ministry of Education.
Registered college teacher, Ministry of Education.
Registered instructor, National Centre for Public Administration and Local Government.
Registered instructor, Educators Training Organization.
Holder of EPICT (European Pedagogical ICT License).
Member of Anatolia College Alumni Association.

Languages

English, advanced level (Alumni of Anatolia American College of Thessaloniki.
Test of English for International Communication C1-Advanced level-985/990).

Research interests

Educational uses of Augmented Reality, tablets, and mobile devices, and Virtual Reality.
The Internet as an educational tool.
Distance Education.
Development and evaluation of educational multimedia applications.
ICT in multigrade schools.

Appendix

Average students' evaluations of courses I have taught since 2013 (in both graduate and undergraduate courses).
Total evaluations: 242

Question	<i>M</i> (min = 1, max = 5)	<i>SD</i>
1. Were the objectives of the courses clear?	4.42	0.90
2. Did the learning material correspond to the objectives of the courses?	4.33	0.92
3. Was the learning material well-organized?	4.23	1.01
4. Did the learning material help in understanding the courses' subjects?	4.32	0.94
5. Was the supplementary material (e.g., notes and additional literature) administered on time?	4.35	0.97
6. Did the supplementary material satisfy your needs?	4.23	1.00
7. How difficult were the courses?	3.72	1.10
8. How transparent were the grading criteria?	4.27	1.02
9. Were the assignments given on time?	4.61	0.74
10. Was the deadline for the submission or presentation of the assignments reasonable?	4.60	0.76
11. Was there enough guidance/help from the instructor during the preparation of the assignments?	4.36	0.96
12. Were the instructor's comments constructive?	4.26	1.04
13. Did the instructor give you the chance to improve your work?	4.09	1.25
14. Did these assignments help you to have a better understanding of the subject?	4.31	0.98
15. Did the instructor conduct his/her lessons well?	4.36	0.92
16. Did the instructor succeed in stimulating students' interest?	4.30	1.01
17. Did the instructor analyze and present his/her courses' concepts in a simple and interesting style?	4.30	0.99
18. Did the instructor encourage students to participate and to develop their critical thinking?	4.21	1.06
19. Was the instructor consistent with his/her duties (e.g., on time for his/her courses, timely correction of the assignments, on time and enough hours for collaborating with students)?	4.62	0.70
20. How accessible/available to students was the instructor?	4.27	0.99
21. How much did the instructor contribute to the better understanding of the courses' subject?	4.36	0.86
22. How difficult were the lab workshops?	3.88	0.97
23. Were the lab notes sufficient?	4.14	0.85
24. Were the basic principles of the lab exercises well-explained?	4.16	0.87
25. Were the objectives of the lab exercises well-presented?	4.19	0.98