

**ANASTASIA
GKAINARTZI**

CURRICULUM VITAE

2022

PERSONAL INFORMATION

Surname	Gkaintartzi
First name	Anastasia
Current position	Member of the teaching staff of the Department of Language and Intercultural Studies, University of Thessaly, Greece
Date of Birth	18/12/1978
Home address	Statha 52, Volos, 38222 Greece
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EDUCATION

- 2007 – 2012 PhD in Sociolinguistics, (Bi/multilingualism and language education) from the Department of Early School Education, Aristotle University of Thessaloniki. PhD thesis title: "Issues of bilingualism in preschool and school-age children: Social and educational dimensions" (Grade: "Excellent") <https://www.didaktorika.gr/eadd/handle/10442/28882> (Supervisor: Prof. Tsokalidou Roula)
- 2003 - 2005 Master's Degree from the MA Program: "Modern Learning Environments and Teaching Material Development" from the Pedagogical Department of Primary Education, University of Thessaly (Degree Grade 9.29 "Excellent"). MA thesis title: "Towards the development of intercultural and bilingual awareness: Investigating issues of identity and otherness in the Greek primary school and designing intercultural educational materials".
- 1996 - 2000 Bachelor Degree in English Language and Literature, Department of English Language and Literature, Faculty of Philosophy, Aristotle University of Thessaloniki.

TEACHING EXPERIENCE IN TERTIARY EDUCATION

Postgraduate Studies level

- From 2016 – 2017 (Spring Semester) to 2021 (Spring Semester) Member of Collaborating Educational Staff at the Hellenic Open University, tutor of the Thematic Unit: "[LRM54] *Language Teaching for Children with Refugee or Migrant Background*" <https://www.eap.gr/en/language-education-for-refugees-and-immigrants/topics/#154> at the Master's Program of Studies: [LRM] *Language Education for Refugees and Migrants* <https://www.eap.gr/en/language-education-for-refugees-and-immigrants/>
- Subject description: Language teaching to children with a refugee/immigrant background.
- Supervisor of MA theses

From 2021 up to present Member of Collaborating Educational Staff at the Hellenic Open University, tutor of the Thematic Unit: ADE 61 " Sociolinguistic issues for teachers" <https://www.eap.gr/en/current-trends-in-linguistics-for-teachers/topics/#a61> at the Master's Program of Studies [ADE] 'Current Trends in Linguistics for Teachers' <https://www.eap.gr/en/current-trends-in-linguistics-for-teachers/>

Subject description: Sociolinguistics for language education

Supervisor of MA theses

Undergraduate education level

At present Member of the Educational Staff of the University of Thessaly, teaching the course *Introduction to Language Studies*, at the Department of Language and Intercultural Studies. <https://gdia.uth.gr/>

Since 2017 up to present Member of Educational Staff of the University of Thessaly. Courses: *English Language for Academic/Specific Purposes*, *English for Intercultural Communication*, at the Department of Language and Intercultural Studies.

RESEARCH EXPERIENCE

2020 - 2021
up to
present

Scientific coordinator and teacher trainer of the Teacher Education Program: "English in Kindergarten: Towards a Multilingual Education" at KEDIVIM of the University of Thessaly. (Coordination of the program, scientific and academic responsibility, material development and training as a trainer). The general purpose of the program is the development of teachers' specialized linguistic and pedagogical knowledge, skills and attitudes for the promotion and utilization of **multilingualism in the kindergarten, including English as a bridge language connecting languages and cultures**. It follows a sociolinguistically informed perspective in language teaching and a multilingual approach to language teaching (see https://learning.uth.gr/english_kindergarten2/)

Subject description: bi/multilingualism, language contact, in education https://learning.uth.gr/english_kindergarten2/

2017– 2019

Researcher at the Project: '*ISOTIS Inclusive Education and Social Support to Tackle Inequalities in Society*', financed by the European Union/Horizon 2020. (from 1/6/2017 to 31/12/2019)

Position in the project: Member of the scientific team for the PE4 actions [Inclusive curricula, pedagogies and educational practices], specifically: - Translation and editing of the produced texts-material from the individual actions of PE4. - Recording and analysis of curricula aimed at the integration of students and the relevant educational practices. - Investigation and recording of literature from Greece focusing on any relevant evidence (research/studies, interventions, etc.) regarding new and innovative approaches. - Educational intervention program aimed at reducing educational inequalities by using new technologies: preparation and implementation. <https://www.isotis.org/en/home/>

Subject description: bilingualism/multilingualism, combating educational inequalities, inclusion, Curriculum and pedagogical practices

**2019-2020
and 2021-
2022**

Scientific collaborator and teacher trainer in the Project: 'Accelerated Learning Materials Development & Teacher's Capacity Building', financed by UNICEF (Refugee and Migrant Response in Greece),

Position in the project: - Training of teachers involved in the education of refugee children. - Participation in the evaluation research of the design and implementation of the program by conducting a focus group with teachers. Object description: support for teachers in the teaching of Greek as a second/foreign language and other subjects, empowerment, inclusive educational practices, multilingualism <https://www.teach4integration.gr/>

2018-2019

Scientific collaborator and teacher trainer in the Project: 'Teacher trainings in the regions of Peloponnese, Eastern Macedonia, Thessaly, Epirus and Crete' financed by UNICEF (Refugee and Migrant Response in Greece) (from 7/12/2018 to 28/2/2019)

Position in the project: Teacher training as a tutor and as a trainer for teachers engaged with refugee education. Object description: support for teachers in the teaching of Greek as a second/foreign language as well as other subjects, empowerment, inclusive educational practices, multilingualism <https://www.teach4integration.gr/>

2015

Researcher in the Project entitled: 1.3.b/13 "*Courses of Greek language, history and culture for unemployed immigrants, mothers, persons with disabilities (PWDs) and illiterates*" Action 1.3/13: "Education and training of legal residents .t.x." European Integration Fund. 15/03/2015 to 31/07/2015).

Position in the project: Member of the research team for the needs analysis of the

target audience. Responsibilities: Critical review of international literature. Design of qualitative research tools for data collection and processing. Conducting field research. Data coding and analysis. Compilation of the results and conclusions of the needs analysis. Preparation and writing of deliverables and scientific publications.

Subject description: teaching of Greek as a second/foreign language, bilingualism/multilingualism, literacy, intercultural education

2013-2015 Researcher in the ECONOLANG Research Project "*The effects of the economic crisis on attitudes towards languages and motivation for learning them*" (University of Thessaly) Funded by Hellenic-French Research & Technology Cooperation, Campus France – ΓΘΕΤ (from 15/10/2013 to 15/01/2015).

Position in the project: Member of the research team. Responsibilities: Conducting research, collecting research data, coding and analyzing data, participation in working groups, trainings, seminars.

Subject description: bi/multilingualism, language learning, foreign languages, attitudes and motivation

2013 Scientific collaborator in the Project: "New foreign language education policies at school: Learning English in early childhood", YE2AP1: "Design and implementation - AP1", Educational program YE02: English for young learners (EYL) - Online Program English Teacher Training. National Kapodistrian University of Athens.

Position in the project: Member of the scientific groups for the tasks: PE 2.02 Application of PEAP in the 1st and 2nd grades of the primary school and PE 2.04 Writing of educational material and instructions for its utilization in the 1st and 2nd grades of the Primary School (1/1/ 2013 to 31/5/2013).

Responsibilities: Design, development and writing of educational material for: a) Module: "Bilingualism" and b) Module: "Intercultural Activities". Development and design of e-learning materials and training materials for English language teachers. Classroom application and conducting field research.

Subject description: bilingualism/multilingualism, interculturality, development of educational/training materials

2012-2013 Researcher in the Project: "Education of foreign and repatriate students" of the Operational Program Education and Lifelong Learning (ESPA) (2007-2013) in Action 7: "Connecting School and Community". (from 1/12/2012 to 30/6/2013)

Position in the project: Member of the research team.

Responsibilities: Teacher training, field research to identify needs and profile of bilingual children and their families at school, conducting consultation meetings with migrant parents and teachers, exchange, collection and development of intercultural material at school and realization of a similar event.

Subject description: bilingualism/multilingualism, interculturality, parental involvement, school-family cooperation, material development

2012 June
2022 June Researcher in the Project: "Education of foreign and repatriate students" of the Operational Program Education and Lifelong Learning (ESPA) (2007-2013) in Sub-Action 2.3 "Operation of Summer Courses" (June 2012 and 2011)

Position in the project: Member of the research team. Responsibilities: Participation as a visiting researcher in schools - included in the project - with summer classes, in order to evaluate their operation through qualitative research tools (observation and recording, interviews with teachers, managers and children of immigrant origin, writing a report). Course description: teaching of Greek as a second/foreign language

2011 Researcher in the Project: "Education of foreign and repatriate students" of the Operational Program Education and Lifelong Learning (ESPA) (2007-2013) in Sub-Action 5.1. "Needs Analysis for strengthening the language of origin of repatriate and foreign students" Position in the project: Member of the research team. Responsibilities: Conduct research to analyze needs, field research and collect data - observation, literature review and publication in a foreign language journal).

Subject description: bilingualism/multilingualism, needs analysis, languages of origin/heritage languages

2011 Researcher in the project: "Design and pilot implementation of special Greek language courses for immigrants, parents with children in compulsory education" (ELMEGO, University of Thessaly).

Position in the project: Member of the research team. Responsibilities: scope and target audience identification, literature review, international best practice review, conference presentation). Subject description: teaching of Greek as a second/foreign language, multilingualism and education

2010- 2011 Researcher at the project "Analyzing the language and communication needs of adult Albanian immigrants in Volos". Position in the project: Member of the research team. Responsibilities: literature review for reference in the field, needs analysis social and integration needs of immigrants in host societies and research challenges. Course description:;, needs analysis

PUBLICATIONS (INTERNATIONAL JOURNALS)

1. **Gkaintartzi, A.**, & Tsokalidou, R. (2011). "She is a very good child but she doesn't speak": The invisibility of children's bilingualism and teacher ideology. *Journal of Pragmatics* 43(2), 588-601. <https://doi.org/10.1016/j.pragma.2010.09.014>
2. **Gkaintartzi, A.**, Chatzidaki, A., & Tsokalidou, R. (2014). Albanian parents and the Greek educational context: Who is willing to fight for the home language? *International Multilingual Research Journal*, 8(4), 291-308. DOI: [10.1080/19313152.2014.953004](https://doi.org/10.1080/19313152.2014.953004)
3. **Gkaintartzi, A.**, Kiliari, A., & Tsokalidou, R. (2015). 'Invisible' Bilingualism - 'Invisible' Language ideologies: Greek Teachers' Attitudes towards Immigrant Students' Heritage Languages. *International Journal of Bilingual Education and Bilingualism*, 18(1), 60-72. doi: [10.1080/13670050.2013.877418](https://doi.org/10.1080/13670050.2013.877418)
4. **Gkaintartzi, A.**, Kiliari, A., & Tsokalidou, R. (2016). Heritage language maintenance and education in the Greek sociolinguistic context: Albanian immigrant parents' views. *Cogent Education* 3, 1-17. <https://doi.org/10.1080/2331186X.2016.1155259>
5. **Gkaintartzi, A.** Mouti, A., Skourtou, E., & Tsokalidou, R. (2019). Language teachers' perceptions of multilingualism and language teaching: the case of the postgraduate programme "LRM". *Language Learning in Higher Education, Journal of the European Confederation of Language Centres in Higher Education (Cercles)*, 9(1), 33-54. doi: <https://doi.org/10.1515/cercles-2019-0002>
6. **Gkaintartzi, A.**, Gkountani G., Kamaretsou, A., Kokkini, C., Sakellaridi, K., & Sireti, A. (2020). Understanding the 'voices' of children of immigrant and refugee background. *Diversity in Organizations, Communities and Nations Journal Collection. Special issue: professional narratives in refugee education*, 20(3), 27-55. <https://ondiversity.com/journal>. <https://doi.org/10.18848/2327-0020/CGP/v20i02/37-55>
7. **Gkaintartzi, A.**, Kompiadou, E., Tsokalidou, R., Tsioumis, K., & Petrogiannis, K. (2020). Supporting inclusion and family involvement in early childhood education through ISOTIS: A case study in Greece. *International Journal of Learning, Teaching and Educational Research*, 19(3). 1337-1355. <https://doi.org/10.26803/ijlter.19.3.21>
8. **Gkaintartzi, A.** (2021). Teachers' perspectives about distance education for refugee students amid the COVID-19 pandemic in Greece: Challenges and Implications. *Journal of Studies in Education*, 11(4), 1-16.

CHAPTERS IN BOOKS

1. Tsokalidou, R., **Gkaintartzi, A.**, & Markou, E. (2013). Le bilinguisme se développe en Grèce: résultats de recherches et pratiques préscolaires alternatives du «groupe Polydromo» In C. Hélot & M. N. Rubio (Eds.), *Développement du langage et plurilinguisme chez le jeune enfant* (pp. 123-143). Toulouse, Éditions ERES.

2. Androulakis, G., **Gkaintartzi, A.**, Kitsiou, R. & Tsioli, S. (2017). Parents-Schools' Communication and Albanian as a Heritage Language in Greece. In P.P. Trifonas & T. Aravossitas (Eds.), *Handbook of Research and Practice in Heritage Language Education, Springer International Handbooks of Education* (pp. 1-18). New York: Springer. doi: 10.1007/978-3-319-38893-9.
3. Androulakis, G., **Gkaintartzi, A.**, Kitsiou, R., & Tsioli, S. (2017). Research-driven task-based L2 learning for adult immigrants in times of humanitarian crisis: results from two nationwide projects in Greece. In J-C Beacco, H-J Krumm, D. Little & P. Thalgott on behalf of the Council of Europe (Eds.), *The linguistic integration of adult migrants: Some lessons from research (l'intégration linguistique des migrants adultes: les enseignements de la recherche)* (pp.181-187). DE GRUYTER MOUTON. <https://rm.coe.int/the-linguistic-integration-of-adult-migrants-lessons-from-research-l-i/168070a67f>.
4. **Gkaintartzi, A.** & Tsokalidou, R. (2018). Is translanguaging a possibility in a language class? Theoretical issues and applications in an EFL class. In V. Kourtis-Kazoullis, T. Aravossitas, E. Skourtou & P.P. Trifonas (Eds.), *Interdisciplinary research approaches to multilingual education* (pp. 201-218). London: Routledge.
5. **Gkaintartzi, A.**, Tsokalidou, R., Kompiadou, E., & Markou, E. (2018). Children's bilingualism: An inspiration for multilingual educational practices. In P. Van Avermaet, S. Slembrouck, K. Van Gorp, S. Sierens & K. Marijns (Eds.), *The Multilingual Edge of Education* (pp. 235-260). Palgrave, Macmillan (ISBN: 978-1-137-54855-9).
6. Androulakis, G., **Gkaintartzi, A.**, Kitsiou, R., Markou, E., & Liveranou, Z. (2020). Interviewing as understanding: Principles and modalities for transforming a qualitative research instrument into a stage of the integration process for immigrants. In Skourtou, E., Kourtis-Kazoullis, V., Aravossitas, T., & Trifonas, P.P. (Eds.), *Language Diversity in Greece - Local Challenges with International Implications* (pp. 39-58). Multilingual Education, Springer.
7. **Gkaintartzi A.**, Mouti A., Papapostolou A., & Sarantopoulou P. (2020). Language education for refugees and migrants in the Greek context: the stories of language teachers within formal and non-formal educational settings. In Chatzidaki, A. & Tsokalidou, R. (Eds.), *Challenges and Initiatives in Refugee Education: the case of Greece*. Cambridge Scholars Publishing.
8. **Gkaintartzi, A. (2021 under publication)** Bi/Multilingualism, faith and language teaching in a Jewish School in Greece. In Gogonas, N. (Ed.), *Teaching and Learning Heritage Languages in Greece: The Role of Complementary Schools*. Cambridge Scholars Publishing (επισυνάπτεται βεβαίωση).
In greek
9. **Γκαϊνταρτζή, Α. (2021)** Προσεγγίζοντας τη 'μητρική' γλώσσα των δίγλωσσων παιδιών μέσα από μία πολυγλωσσική οπτική. Στο Π. Δήμου (Επιμ.) *Η διδασκαλία της μητρικής*

γλώσσας σε τυπικές και μη τυπικές δομές εκπαίδευσης στην Περιφερειακή Ενότητα της Μαγνησίας Πρακτικά για τη Διεθνή Μέρα της Μητρικής Γλώσσας. Graphicart-Ηλίας Καρκαλέτσος. ISBN 978-618-85600-0-0 (επισυνάπτεται βεβαίωση).

10. **Γκαϊνταρτζή Α.** & Τσοκαλίδου, Ρ. (2008). Οδεύοντας προς την ανάπτυξη διαπολιτισμικής και διγλωσσικής συνειδητοποίησης: Διερεύνηση ζητημάτων ταυτότητας και ετερότητας στο ελληνικό δημοτικό σχολείο και σχεδιασμός διαπολιτισμικού εκπαιδευτικού υλικού». Στο Ε. Σταυρίδου, Χ. Σολομωνίδου & Μ. Παπαρούση (Επιμ.), Συλλογικός Τόμος, *Προωθώντας τη μάθηση: Έρευνα σε σύγχρονα περιβάλλοντα μάθησης και παραγωγή διδακτικού υλικού* (σσ. 270-288). Πανεπιστήμιο Θεσσαλίας, Π.Τ.Δ.Ε.
11. **Γκαϊνταρτζή, Α.** (2011). Τι μπορούμε να μάθουμε από τα δίγλωσσα παιδιά; Διγλωσσία και Εκπαίδευση. Στο Δ. Συρρή (Επιμ.), *Συμβιώνοντας με τη μετανάστευση* (σσ. 138-142). Θεσσαλονίκη: Ιανός

Technical Reports for International Projects

1. Kompiadou, E., **Gkaintartzi, A.**, Panagiotidou, C., Tsokalidou, R., Tsioumis, K., & Petrogiannis, K. (2019). Pedagogical utilization of linguistic and cultural diversity at kindergarten. In C. Aguiar & C. S. Silva (eds.), *Case studies on curriculum, pedagogy, and social climate interventions tackling inequalities*. D4.3 Report on the case studies of inclusive curricula and educational practices. Submitted to the European Commission by the ISOTIS Consortium. http://isotis.org/wpcontent/uploads/2019/03/ISOTIS_D4.3_Casestudies_curriculum_pedagogy_social-climate-interventions.pdf
2. Aguiar, C. Silva, C. Guerra, R. Rodrigues, R. B., Ribeiro, L. & Pastori G., Panagiotidou, C., Papageridou, D. **Gkaintartzi, A.**, Tsokalidou, R., & Tsioumis, K. (contributing authors by country) (2018). *Inventory and Analysis of Promising Curriculum, Pedagogy, and Social Climate Interventions Tackling Inequalities*. Report D4.2 submitted to the European Commission by the ISOTIS Consortium. ISOTIS project report (H2020-SC6-REV-INEQUAL). http://isotis.org/wp-content/uploads/2019/03/ISOTIS_D4.2_Inventory-of-promising-curriculum-pedagogy-social-climate-interventions.pdf

PUBLICATIONS IN INTERNATIONAL CONFERENCE PROCEEDINGS

1. **Gkaintartzi, A.**, & Gatsi, G. (2010). Polydromo: bringing society to education and education to society. Proceedings of the 2nd EMUNI Research Souk, The Euro-Mediterranean Student Research Multi-Conference "*Living together in the Multicultural Society*", 14 June 2010, (pp. 1276-1281).
2. **Gkaintartzi, A.**, Gatsi, G. & Tsokalidou, P. (2010). Children's identities through children's voices: multilingual children in the Greek school. In: K. A. Dimadis (Ed.), Proceedings of

the 4th Pan-European Conference of the European Society for Modern Greek Studies "Identities in the Greek world (from 1204 to the present day)". University of Granada, September 9-12, 2010 (pp. 273-289). Volume 3. Athens: European Company.

3. **Gkaintartzi A.**, & Tsokalidou R. (2013). On the way to bilingual and intercultural consciousness-raising: Findings from a research project in Greek primary schools. In Karagiannidou, E. Papadopoulou, C. & Skourtu, E. (Eds.), *Linguistik International*, Proceedings of the 42nd Linguistics Colloquium *Language Diversity and Language learning: New paths to Literacy*, 27th-30th September, 2007 (pp 267- 276). Rhodes, University of the Aegean.
4. **Gkaintartzi, A.** (2016). Tranlanguaging in the foreign language classroom: Creating a children's multilingual dictionary. In S. Gavriilidou, A.Gkaintartzi, E. Markou & R. Tsokalidou (Eds.) *Proceedings of 3rd Crossroads of languages & cultures: "Issues of Bi/Multilingualism, Translanguaging and Language Policies in Education"* (pp. 62-68). ISBN: 978-618-81315-1-4.
5. Μακρή Α., Παπαδοπούλου Μ., Τσοκαλίδου Ρ., Σκούρτου Ε., Αρβανίτη Ε., **Γκαϊνταρτζή Α.**, Κάντζου Β., Μανώλη Π., Μάρκου Ε., Μουτή, Ά., Παλαιολόγου Ν., Κίτσιου Ρ. (2017). Tutor practices in new HOU programmes. Stories from the trenches: the case of LRM (Language Education for Refugees and Migrants). *Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση*, 9, 70-80.
6. Gkaitatzi, O. & **Gkaintartzi, A. (under publication)**. The student's sociolinguistic profile in developing specially designed second language teaching material, ' *Proceedings of the 1st International Conference on E.S.P., E.A.P. & A.L'* , Foreign Language Centre, University of Thessaly.
7. **Gkaintartzi, A.** & Vitsou, M. (**under publication**). Multilingualising English language teaching in Higher Education: Alternative educational practices in a course of English. *Proceedings of the 1st International Conference on E.S.P., E.A.P. & A.L'* , Foreign Language Centre, University of Thessaly.
8. **Gkaintartzi, A.**, Kompiadou, E., Petrogiannis, K., Tsioumis, K. & Tsokalidou, R. (2022) "*The 'ISOTIS' project and its case study in Greece: Success features and facilitators for promoting multilingual and multicultural diversity in education* . Proceedings of 6th Crossroads of Languages and Cultures" 2-4 September 2021, University of Cyprus, Open University of Cyprus.

Greek journals

1. **Γκαϊνταρτζή, Α.** (2006). Η διδακτική αξιοποίηση της «συναλλακτικής» θεωρίας της Louise Rosenblatt σε λογοτεχνικά κείμενα του ανθολογίου 'Με λογισμό και μ' όνειρο' του Δημοτικού. *Μακεδόν, Τεύχος 15ο*, 79-91.
2. **Γκαϊνταρτζή, Α.**, (2009). Γράμμα ... από την Ελλάδα. Το κορίτσι του καλοριφέρ. *Πολύδρομο, Τεύχος 1ο*, Απρίλιος 2009, 52-53.

3. **Γκαϊνταρτζή, Α.**, (2009). Διδακτικές προτάσεις για την ανάπτυξη διαπολιτισμικής κατανόησης, ευαισθησίας και διγλωσσικής συνειδητοποίησης. *Πολύδρομο, Τεύχος 2ο*, Δεκέμβριος 2009 – Ιανουάριος 2010, 52-56.
4. **Γκαϊνταρτζή, Α.** (2010). Διδακτικές προτάσεις για την ανάπτυξη διαπολιτισμικής κατανόησης και διγλωσσικής συνειδητοποίησης στο μάθημα της ξένης γλώσσας. *Πολύδρομο, Τεύχος 3ο* , Σεπτέμβριος 2010, 76-81.
5. **Γκαϊνταρτζή, Α.**, Μάρκου, Ε. & Τσοκαλίδου, Ρ. (2012). Η επικοινωνία με τους γονείς μεταναστευτικής καταγωγής: πότε είναι εφικτή και αποτελεσματική; *Πολύδρομο, Τεύχος 5ο*, Φεβρουάριος, 2012, 8-19.
6. **Γκαϊνταρτζή, Α.** (2018). Αντιλήψεις εκπαιδευτικών, δίγλωσσων μαθητών/τριών και γονέων μεταναστευτικής καταγωγής γύρω από τη διγλωσσία: Μεθοδολογικά ζητήματα και επανεξέταση ερευνητικών δεδομένων. *Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης*, 4, 83-94. doi:<http://dx.doi.org/10.12681/dial.15366>
7. Μπαρμπουδάκη, Ε., Βίτσου, Μ., & **Γκαϊνταρτζή, Α.** (2019). Χτίζοντας γέφυρες ανάμεσα σε σχολείο και γονείς-προσφυγές. *Επιστήμες Αγωγής, Τεύχος 3/2019*, 131-144. <http://www.ediamme.edc.uoc.gr/index.php?id=228,0,0,1,0,0>
8. Παΐδα, Σ., Βίτσου, Μ., & **Γκαϊνταρτζή Α.** (2020). Οι προκλήσεις που αντιμετωπίζουν οι εκπαιδευτικοί των ΔΥΕΠ και Τάξεων Υποδοχής: Μια μελέτη περίπτωσης. *Νέος Παιδαγωγός online, Τεύχος 17 Μάρτιος 2020* , 280-290. ISSN: 2241-6781