**CURRICULUM VITAE**

**Stella Vosniadou**

**College of Education, Psychology and Social Work**

**Flinders University**

**(November, 2021)**

**PERSONAL DETAILS**

**Name: Stella Vosniadou**

**Email:** stella.vosniadou@flinders.edu.au

**Address:** Flinders University, College of Education, Psychology and Social Work

Sturt Road, Bedford Park, SA 5042

**Postal address:** GPO Box 2100, Adelaide, SA 5001

**Telephone:** +61 8 8201 3425

**Personal Homepage:** http://flinders.edu.au/people/stella.vosniadou

**QUALIFICATIONS**

Clark University, Psychology, Ph.D., 1979

Columbia University, Psychology and Education, MA, 1974

Brandeis University, Philosophy, BA, 1971 (Honors, Wien International Scholar)

**ACADEMIC APPOINTMENTS**

* Strategic Professor, College of Education, Psychology and Social Work, Flinders University (2014-present)
* Professor and Division Chair, Department of Philosophy and History of Science, Cognitive Science Division, University of Athens, Greece (1995-2013)
* Professor, Department of Primary Education, University of Athens (1992-1995)
* Associate Professor & Professor, Department of Early Education, University of Thessaloniki (1987-1992)
* Senior Scientist Center for the Study of Reading, University of Illinois at Urbana-Champaign (1979-1986)

**Visiting Academic Appointments**

* Visiting Professor, Psychology Department, Carnegie Mellon University (2010)
* Visiting Fellow, Psychology Department Harvard University (2008)
* Visiting Fellow, Psychology Department, University of Adelaide (2006)
* Visiting Fellow, School of Education, Stanford University (2001)

**HONORARY POSITIONS AND AWARDS**

* ‘Oeuvre’ Award of the European Association for Research in Learning and Instruction (EARLI), 2021
* Corresponding Member, Cyprus Academy of Sciences, Humanities and Arts, 2020
* Fellow, Cognitive Science Society, 2019
* Fellow, Academia Europaea, 2016
* Fellow, American Educational Research Association, 2012
* Fellow, International Academy of Education, 1997
* 2011 Society for Research in Child Development, Distinguished International Contributions to Child Development Research Award.
* Director, Cognitive Science Laboratory, University of Athens, from 1997 to 2014.
* Director, Interdisciplinary Graduate Program in Basic and Applied Cognitive Science, University of Athens, from 1998 to 2014
* Co-Director, Undergraduate Program of Gender Studies, University of Athens, from 2004 to 2008, and Office of Gender Equality (THEFYLIS) from 2008-2014. Funded by the Greek Ministry of Education
* Chair Cognitive Science Society, 2012 – 2013, Member of the Governing Board, Cognitive Science Society, 2005 – 2013, Chair of the European Committee for Cognitive Science of the Cognitive Science Society 2005 – 2010, Organizer and co-chair (with Professor Daniel Kayser, France), of the 2nd European Cognitive Science Conference, Delphi, Greece, May 2007
* Representative from Greece to the Program of International Student Assessment (PISA) of the Organization for Economic Co-operation and Development (OECD), from 1997 to 2000, Consultant to the OECD/PISA program and member of the Problem-Solving Testing Group, from 2000 to 2003.
* Member of the Board of Directors, Center for Educational Research, Greek Ministry of Education, from 1997 to 2000.
* President of the European Association for Research on Learning and Instruction, from 1995 to 1997, and Organizer and Chair of the Seventh European Conference for Research on Learning and Instruction, Athens, Greece, August 1997. Initiator and Coordinator, Special Interest Group on Conceptual Change, European Association for Research on Learning and Instruction. Organizer and Chair of the 4th European Symposium on Conceptual Change, Delphi, Greece, 2004.
* Chair of the International Relations Committee, American Educational Research Association, from 1994 to 1996.
* Member of the Executive Board, Division of Educational, Instructional, and School Psychology, International Association of Applied Psychology, from 1994 to 1998.
* Member of the Electorate Committee for the creation of the School of Education, University of Cyprus from 1993 to 1996.
* Member of the Advisory Board, European Science Foundation, Program on Learning in Humans and Machines, from 1990 to 1993.
* Member of many electoral committees for the election of university professors at all Greek Universities and at the University of Cyprus;
* Member of many Scientific Committees for the organization of Greek, European, and International Conferences; Scientific advisor to the Greek National Scholarship Foundation, Representative of the University of Athens to the SOCRATES program; coordinator and organizer of many ERASMUS Intensive Programs and student exchanges, etc.
* Member of the International Scientific Advisory Board for the Max Planck Institute for Human Development, Berlin, Germany (1997). Academy of Finland, ‘Life as Learning Research Program’, Helsinki, Finland (2002). U.S. National Science Education for the evaluation of Science of Learning Centers, University of Chicago, Chicago, (2002), and University of Pittsburgh, Pittsburgh, U.S.A. (2006). Consiglio Nazionale delle Ricerche, for the evaluation of CNR Institutes, Rome, Italy (2009, 2014).
* Member of the International Evaluation Committees of the European Commission for the Research Programs: European Research Council, New and Emerging Science and Technology (NEST) from 2002 to the 2014t. Human Capital and Mobility (Marie-Curie) from 2003 to 2014.Information Society Technologies (2004).
* Member of the International Consultation Committees of the European Commission for the Research Programs: New and Emerging Science and Technology (NEST), Pathfinder Topic Selection, March, 2004. Information Society Technologies, consultation on Technology – Enhanced Learning Research: Input to work program 2005-2006, April, 2004.

**GRANTS**

* *Teaching how to learn: Promoting self-regulated learning in STEM classes*. Australian Research Council, Discovery Project (2018-2022).
* *Improving Interest in STEM through pre-service teacher industry engagement.* Department of State Development, SA (2016-2017).
* *ARC Near Miss Grant 2016*, Office of Research, Flinders University.
* *European Association for Research on Learning and Instruction - Centre for Innovative Research on Understanding mathematical cognition through conceptual change and dual process theories (2016-2019).*
* *ARC Near Miss Grant 2015,* Office of Research, Flinders University.
* *Fostering the development of self-directed and active learners.* Ian Potter Foundation Grant (2014-2015).
* *Fostering the development of self-directed and active learners*. Faculty Medium Research Project Grant (2014-2015).
* *Cognitive Mechanisms in the Perception, Representation*, *and Organization of Knowledge*, General Secretariat for Research and Technology, THALIS Research Program, National and Kapodistrian University of Athens (2010-2016).
* *Students' visuospatial abilities and comprehension - learning of concepts related to molecular structure. Design, development and evaluation of educational molecular visualization and enhanced reality software for secondary and tertiary education.* General Secretariat for Research and Technology, Thalis Research Program, Aristotle University of Thessaloniki (2010-2016).
* *Scientific Network on Developing Critical and Flexible Thinking,* Fund for Scientific Research, Flanders, Belgium (2007-2017).
* *Humans – The Analogy – Making Species*, FP6 – 2004 NEST – Path, Specific Targeted Research Project, European Commission. (2006-2011).
* Grants from the European Office of Aerospace Research and Development the Office of Naval Research, The Greek Ministry of Education, and the Kostopoulos Fund, for the organization of the 2nd European Cognitive Science Conference (Delphi, May 2008).
* *A Methodological Approach for the Acoustic-Haptic Interaction design in the Non-Visual user Interface, with Emphasis to the Accessibility of Visually Impaired Persons*. General Secretariat for Research and Technology03 ΕΔ 8.3.1, Greece (2005-2008).
* *Conceptual Change in Mathematics and its implications for Mathematics Education,* Pythagoras Research Program, Greek Ministry of Education, Greece (2004-2006).
* *Kaleidoscope, Network of Excellence*, European Union. IST Technology Enhanced Learning - TEL - Project - contract 507838, Principle Investigator, Ν. Balacheff, European Commission (2003-2007).
* *An* *Interdisciplinary Undergraduate Program in Gender Studies,* Program Co-Director, University of Athens,Greek Ministry of Education, Greece (2003-2007).
* *Conceptual Change in the Physical Sciences: Methodological and Theoretical Problems.* Herakleitos Research Program, Greek Ministry of Education, Greece (2002-2005).

*Web-TV for Schools: TV Program for Students by Students on the Web*. Socrates Program, Minerva, European Commission (2002-2004).

*Observation and Analysis of the Uses of Information and Communication Technologies in European Primary and Secondary Schools: An Intercultural Approach*, Socrates Program, Minerva, European Commission (2000-2002).

*Ε-42: Secondary School Teacher Training in the Pedagogically Appropriate Use of New Technologies of Computation and Communication,* Greek Ministry of Education, Greece (1999-2001).

*E-50: Pedagogical Design and Evaluation of Innovative Applications of ICT.*Greek Ministry of Education, Greece (1999-2001).

*Innovative Technology for Collaborative Learning and Knowledge Building (ITCOLE).* Information Societies Technology Program (IST), European Commission (2001-2003).

*An Interdisciplinary Program of Graduate Studies in Basic and Applied Cognitive Science*, Program Director, Greek Ministry of Education, Greece (1997-2000).

* *Educational Technology in Elementary Education: A Scientific Franco-Hellenic Network for the Design and Realization of Computerized Environments for Learning*, Service Culturel de l’ Ambassade de France en Grece.(1997-1999).
* *Computer-Supported Collaborative Learning Networks in Primary and Secondary Education (CL NET)***,** Targeted Socio-Economic Program, Area II, European Commission.(1998-1999).
* *The Application of Multimedia Technologies in School: Their Use, Effect and Implications-Technology Assessment of Multimedia Systems for Pre-Primary and Primary Schools. The Scientific Approaches to New Learning Models for New Learning Environments***.** Scientific and Technological Options Assessment - STOA, European Parliament. (1996-1997).
* *Learning Environments for the Development of Scientific Thinking in Elementary School*. General Secretariat for Research and Technology, Greece. (1996-1998).
* *New Perspectives on Cognitive and Motivational Research.* Coordinator,ERASMUS Intensive Course, European Commission. (1996-1998).
* *Development of Educational Software for General Education*. General Secretariat for Research and Technology, Greece (1995-1998).
* *Lakota/Dakota Children's Knowledge Acquisition in Astronomy*. Co- principal Investigator with Iriana Diakidou, Spencer Foundation (1994-1996).
* Participation in the ESF Program, *Learning in Humans and Machines*. Principal Investigator Hans Spada, European Science Foundation. (1994-1998).
* *Learning in the Physical Sciences*. University of Athens, Greece. (1994-1996).
* *The Development of Scientific Thinking*. General Secretariat for Research and Technology, Greece. (1993-1996).
* *Psychological and Educational Foundations of Technology-Based Learning Environments*. Scientific Affairs Division of NATO, Educational Technology Program. (1992-1994).
* Grants from the *Reading Research and Education Center*. Principal Investigator Richard C. Anderson, Office of Educational Research (OERI), USA. (1982-1992).
* *Knowledge Acquisition in the Domain of Astronomy*. Co-principal Investigator with William F. Brewer, National Science Foundation, USA. (1985-1989).
* *Similarity and Analogy: An Interdisciplinary Conference*. Co-principal Investigator with Andrew Ortony, Army Research Institute, USA. (1985-1989).

**SUPERVISION OF DOCTORAL DISSERTATIONS**

**Aristotle University of Thessaloniki**

Christos Ioannides, Stamatia Stafyllidou, Ismini Ioannidou

**National and Kapodistrian University of Athens**

Efi Papademetriou, Christina Stathopoulou, Xenia Vamvakoussi, Konstantinos Christou, Irini Skopeliti, Ourakina Gikopoulou, Kalliopi Ikospentaki, Natassa Kyriakopoulou, Despina Lepenioti

**Flinders University**

Xuan Cuong Dang, Bakir Haryanto

**PhD External Examiner**

University of Illinois at Urbana-Champaign, (USA), University of Strathclyde, (Scotland), University of Twente, (The Netherlands), Turku University (Finland), University of Stockholm (Sweden), University of Tampere, (Finland), University of Hong Kong (China), Ben-Gurion University of the Negev, (Israel), Institute of Cognitive Psychology (Iran), University of Melbourne, University of Adelaide (Australia)

Aristotelian University of Thessaloniki, University of Crete, University of Thrace, University of Ioannina, University of Cyprus, University of Western Macedonia.

**EDITORIAL WORK**

**Editor**

*Educational Practices Series*. A publication of the International Bureau of Education of the UNESCO and International Academy of Education (2010 – present).

*Noesis*, The Journal of the Hellenic Cognitive Science Society (2006- present).

*Psychology*, The Journal of the Greek Psychological Association (2005-2011).

**Series Editor**

*Advances In Learning And Instruction,* Elsevier Press (1998-2001)

*Psychology,* Gutenberg Press (in Greek) (1992-present).

**Associate Editor***:*

*Learning and Instruction*. The Journal of the European Association for Research on Learning and Instruction (1989-1992).

**Member of the Editorial Board**

Mathematical Thinking and Learning, Human Development, Educational Psychologist, Cognitive Science Quarterly, The International Journal of Educational Policy, Research and Practice, Learning and Instruction, Educational Research and Evaluation, European Journal of Psychology of Education, Metaphor and Symbolic Activity, Psychology (in Greek),Themes in Education(in Greek).

**Frequent Editorial Consultant**

Cognitive Science, Cognitive Psychology, Cognitive Development, Journal of the Learning Sciences, Child Development, Human Development, Journal of Experimental Child Psychology, Journal of Educational Psychology, Advances in Child Development and Behavior, Metaphor and Symbolic Activity, Cognition and Instruction, Learning and Instruction, European Journal of Psychology of Education, the National Science Foundation, Frontiers in Psychology, Frontiers in Education, Cambridge University Press, Routeledge, Mathematical Cognition, Gutenberg, Cognitive Science Annual Conference, AERA annual conference, EARLI conferences, etc.

**PUBLICATIONS**

**CITATIONS**

**22,410 citations to published work, h-index 22, i10 index 123,** *Google Scholar (23.11.2021)*

**PUBLICATIONS IN ENGLISH**

**Books**

Vosniadou, S., Lawson, M., Stephenson, H., & Bodner, E (2021) *Teaching how to Learn: Setting the Stage for Lifelong Learning*. Educational Practices Series, Vol, 33, International Bureau of Education, UNESCO.

Vosniadou, S. (Ed.). (2013). *International Handbook of Research on Conceptual Change*. New York: Routledge 2nd Edition.

Vosniadou, S. (Ed.). (2008). *International Handbook of Research on Conceptual Change*. New York: Routledge.

Vosniadou, S., Baltas, A. & Vamvakoussi, X. (Eds.). (2007). *Re-framing the Conceptual Change Approach in Learning and Instruction*. Advances in Learning and Instruction Series. Amsterdam: Elsevier Science.

Verschaffel, L., Dochy, P., Boekartz, M., & Vosniadou, S. (Eds.). (2006). *Powerful Learning Environments.* Advances in Learning and Instruction Series. Amsterdam: Elsevier Science.

Vosniadou, S. (Ed.). (2001). *How Children Learn,*Educational Practices Series, 7. The International Academy of Education (IAE) and the International Bureau of Education (UNESCO) (Translated in Spanish, Greek, Chinese).

Kayser, D., & Vosniadou, S. (Eds.). (2000). *Modelling Changes in Understanding: Case Studies in Physical Reasoning, European Science Foundation,* Advances in Learning and Instruction. Amsterdam: Elsevier Science.

Schnotz, W., Vosniadou, S., & Carretero, (Eds.) (1999) *New Perspectives on Conceptual Change,*Advances in Learning and Instruction**.** Amsterdam: Elsevier Science. Translated in Spanish: Cambio Conceptual y Education, Libro de Edicion Argentina, 2006.

Vosniadou, S. (1997). *The Application of Multimedia Technologies in School: Their Use, Effect and Implications: The Scientific Approaches to New Learning Models for New Learning Environments,* (1997) STOA, Directorate General for Research, European Parliament.

Vosniadou, S., De Corte, E., Glaser, R., & Mandl, H. (Eds.), (1996). *International Perspectives on the Psychological Foundations of Technology-Based Learning Environments,* Mahwah: New Jersey, Lawrence Erlbaum Associates. Translated in Greek, Gutenberg Press, 2006.

Vosniadou, S., De Corte, E., & Mandl, H. (Eds.), (1995). *Technology-Based Learning Environments: Psychological and Educational Foundations,* NATO-ASI Series, Berlin: Heidelberg: Springer-Verlag.

Vosniadou, S. & Ortony, A. (Eds.), (1989)**,** *Similarity and Analogical Reasoning.* New York: NY: Cambridge University Press.

**Special Issues**

2020 Nicolopoulou, A., Brandone, A., Vosniadou, S. & Osterhouse, C., (Topic Editors). The emergence and development of scientific thinking during the early years. *Frontiers in Psychology, Volume 12.*

2020 Boshuizen, H., P., A., Vosniadou, S., & Lehtinen, E. (Quest Editors) Expertise development in professional contexts: the need for conceptual change. *International Journal for Educational Research, 104.*

2004 Verschaffel, L & Vosniadou, S. (Guest Editors), Extending the Conceptual Change Approach to Mathematics Learning and Teaching. Special Issue of *Learning and Instruction*, Vol. 14, 5, 445-451.

1997 Vosniadou, S., & Schnotz, W. (Guest Editors), Advances in Conceptual Change Research, *Special Issue of the European Journal of Psychology of Education,* Vol. XII, 2, 105-110.

1994 Vosniadou, S. (Guest Editor), Conceptual Change, Special Issue of *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction, Vol, 4*, 45-69.

**Conference Proceedings**

2007 Vosniadou, S., Kayser, D., & Protopapas, A. (Eds.) *Proceedings of EuroCogSci07: The European Cognitive Science Conference.* Sussex, UK: Lawrence Erlbaum Associates.

2004 Vosniadou, S., Stathopoulou, Ch., Vamvakoussi, X., & Mamalougos, N. (Eds.) *Conceptual Change: Philosophical, Historical, Psychological and Educational Approaches: Proceedings of the 4th European Symposium on Conceptual Change*, Athens, Gutenberg Publications.

1997 Vosniadou, S., Matsagouras, E., Maridaki-Kassotaki, K. & Kotsanis S. (Eds.) *Proceedings of the 7th European Conference for Research on Learning and Instruction,* Athens, Gutenberg Publications*.*

**Book chapters**

Vosniadou, S. (2020). Looking at the development of mathematical knowledge from a conceptual change point of view: Lessons for mathematics education. In A. Henik and W. Fias (Eds.), *Learning and Education in Numerical Cognition: Neurodevelopment and Arithmetic Disability,* Elsevier.

Vosniadou, S. (2020). Students’ misconceptions in science education. Li-fang Zhang (Ed.) *Oxford Encyclopedia of Educational Research.* New York:Oxford University Press. doi:10.1093/acrefore/9780190264093.013.965

Vosniadou, S. (2019). Teachers’ beliefs and practices. In J. Orrell & H. Askell-Williams (Eds.), *Problem solving in learning and teaching*. New York: Routledge.

Vosniadou, S. (2017). Initial and scientific understandings and the problem of conceptual change. In T. Amin & O. Levrini, (Eds.), *Converging and Complementary Perspectives on Conceptual Change*, pages 17-25.New York: Routledge.

Vosniadou, S. (2016). Conceptual change. In A. van Zanten (Ed.), *Dictionnaire de l’education.* Presses Universitaires de France (Second Edition)*.*

Vosniadou, S. (2014). Autobiography of an inadvertent educational researcher. In M. Ibarrola & D. Phillips (Eds.), Leaders *in Educational Research: Intellectual Self-Portraits by Fellows of the International Academy of Education,* (pp. 231-239). Boston: Sense Publishers.

Vosniadou, S. (2104). Conceptual change. In D.C. Phillips (Ed.), *Encyclopedia of Educational Theory and Philosophy.* SAGE Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781483346229>

Vosniadou, S. (2013). Conceptual change research: An introduction. In S. Vosniadou (Ed.), *International Handbook of* Research *on Conceptual Change,* (pp. 1-9). New York: Routledge.

Vosniadou, S. (2013). Conceptual change in learning and instruction: The framework theory approach. In S. Vosniadou (Ed.), *The International Handbook of Conceptual Change*, (pp. 11-30), 2nd edition. New York: Routledge.

Vosniadou, S. & Kampylis, P. (2012). Innovation education meets with conceptual change research: Conceptual analysis and implications for education. In L. V. Shavinina (Ed.) *The International Handbook on Innovation Education*, (pp.68-78). New York: Routledge.

Vosniadou, S. & Tsoumakis, P. (2012). Conceptual Change, In J.A.C. Hattie, E.M. Anderman, (Eds). *International Handbook of Student Achievement*, (pp. 51-53). New York: Routledge.

Vosniadou, S. (2012). Reframing the classical approach to conceptual change: Preconceptions, misconceptions and synthetic models. In Frazer, Tobin, McRobbie (Eds). *Second International Handbook of Science Education*, (pp. 119-130), Volume 2. Springer International Handbooks of Education, Vol. 24.

Vosniadou, S., & Mason, L. (2011). Conceptual Change Induced by Instruction: A complex interplay of multiple factors. InK. R. Harris, S.Graham, & T. Urdan, (Editors in Chief), *APA* *Educational Psychology Handbook*, *Vol. 2, Individual Differences and Cultural and Contextual Factors*, (pp.221- 246). USA: APA.

Vosniadou, S. (2010). Instructional Considerations in the Use of External Representations and Conceptual Models. In L. Verschaffel, E. De Corte, T. de Jong, and J. Elen, (Eds*.) Use of representations in reasoning and problem solving: Analysis and Improvement,* (pp. 36-54).New York: Routledge.

Ikospentaki, K., & Vosniadou, S., (2010), The Development of Knowledge about the Earth in Children with Visual Impairments. In C. Lundholm, G. Peterson, & I.Wistedt (Eds.) Begreppsbildning I ett intentionellt perspective, Stockholm University.

Vosniadou, S (2009). Science education for young children. A conceptual change point of view. In A. Barbadian & P. Frome (Eds.) *The Handbook of Developmental Science and Early Schooling: Translating Basic Research into Practice*, University of North Carolina, Guilford Press.

Vosniadou, S. (2008). Conceptual Change Research: An Introduction. In S. Vosniadou (Ed.) *International Handbook of* Research *on Conceptual Change*. Routledge, pp. xiii-xxviii.

Vosniadou, S. Vamvakoussi, X., & Skopeliti, I. (2008). The Framework Theory Approach. In S. Vosniadou (Ed.) *International Handbook of Research on Conceptual Change*, (pp. 3-34). Routledge.

Vosniadou, S. (2007). The Conceptual Change Approach and its Re-framing. In S., Vosniadou, A., Baltas & X., Vamvakoussi, (Eds.), *Re-Framing the Conceptual Change Approach in Learning and Instruction,* (pp. 1-15). Advances in Learning and Instruction Series. Amsterdam: Elsevier Press.

Vosniadou, S., (2007). Personal Epistemology and Conceptual Change: An Introduction. In S., Vosniadou, A., Baltas & X., Vamvakoussi, (Eds.), *Re-Framing the Conceptual Change Approach in Learning and Instruction, (*pp. 99-103). Advances in Learning and Instruction Series. Amsterdam: Elsevier Press.

Christou, K.P., Vosniadou, S. & Vamvakoussi, X. (2007). Students’ Interpretations of Literal Symbols in Algebra. In Vosniadou, S., Baltas, A. & Vamvakoussi, X., (Eds.), *Re-Framing the Conceptual Change Approach in Learning and Instruction,* (pp. 283-297). Advances in Learning and Instruction Series. Amsterdam: Elsevier Press.

Stathopoulou, C., & Vosniadou, S. (2007). Conceptual Change in Physics and Physics Related Epistemological Beliefs: A Relationship Under Scrutiny. In S., Vosniadou, A., Baltas & X., Vamvakoussi, (Eds.), *Reframing the Conceptual Change Approach in Learning and Instruction, (*pp.145-165). Advances in Learning and Instruction Series. Amsterdam: Elsevier Press,.

Vamvakoussi, X., & Vosniadou, S. (2007). How Many Numbers are there in a Rational Numbers Interval? Constraints, Synthetic Models, and the Effect of the Number Line. In S., Vosniadou, A., Baltas & X., Vamvakoussi, (Eds.), *Reframing the Conceptual Change Approach in Learning and Instruction*, (pp. 265-282). Advances in Learning and Instruction Series. Amsterdam: Elsevier Press.

Vosniadou, S., & Vamvakoussi, X. (2006). Examining Mathematics Learning from a Conceptual Change Point of View: Implications for the Design of Learning Environments. In Verschaffel, L., Dochy, P., Boekartz, M., & Vosniadou, S. (Eds.), *Instructional psychology: Past, present and future trends.* *Sixteen essays in honour of Eric De Corte*, (pp. 55-70). Advances in Learning and Instruction Series. Oxford: Elsevier Press.

Vosniadou, S. (2005). The Problem of Knowledge in the Design of Learning Environments. In L. Verschaffel, E. De Corte, G. Kanselaar, & M. Valcke, *Designing powerful learning environments to promote deep conceptual and strategic learning in major curricular domains Studia Paedagogica,* (pp. 19-27)*.* Leuven: Leuven University Press.

Vosniadou, S., & Kollias, V. (2003). Using Collaborative, Computer-Supported, Model Building to Promote Conceptual Change in Science. In E. De Corte, L. Verschaffel, N. Entwistel and J. Van Merrienboer (Eds.), *Powerful Learning Environments: Unravelling Basic Components and Dimensions*, (pp. 181-196). Advances in Learning and Instruction. Amsterdam: Elsevier Press.

Vosniadou, S. (2002). On the Nature of Naïve Physics In M. Limon and L. Mason (Eds.), *Reconsidering the Processes of Conceptual Change,* (pp. 61-76). Kluwer Academic Publishers.

Vosniadou, S. (2002). Mental Models in Conceptual Development. In L. Magnani, N.J. Nerserssian, and P. Thagard (Eds.) *Model-Based Reasoning in Scientific Discovery*, (pp. 353-368). Kluwer Academic/Plenum Publishers.

Vosniadou, S., (2002). Exploring the Relationships Between Conceptual Change and Intentional Learning. In G.M. Sinatra and P.R. Pintrich (Eds.), *Intentional Conceptual Change,* (pp. 377-406). Mahwah, NJ: Lawrence Erlbaum Associates.

van der Sanden, J., Terwel, J., & Vosniadou, S. (2000). New Learning in Science and Technology. In P.R.J.Simons, J.L. Jos van der Linden, & T.M. Duffy (Eds.), *New Learning,* (pp. pp. 119-140).Kluwer Academic Publishers.

Vosniadou, S. (2000). Conceptual Change Research and the Teaching of Science. In H. Behrendt, H. Dahnck, R. Duit, W. Graber, M. Komorek, A. Kross & P. Reiska (Eds.), *Research in Science Education: Past, Present and Future,* (pp. 177-188). Kluwer Academic Publishers.

Kayser, D., & Vosniadou, S. (1999). Overview, In D. Kayser, S. Vosniadou (Eds.), *Modelling Changes in Understanding: Case Studies in Physical Reasoning,* (pp. 1-14)*.* Amsterdam: Elsevier Science.

Vosniadou, S., Kayser, D., Champesme, M., Ioannides, C., & Dimitrakopoulou, A*.* (1999)*.* Modelling Elementary School Students’ Solution of Mechanics Problems. In D. Kayser, S. Vosniadou (Eds.), *Modelling Changes in Understanding: Case Studies in Physical Reasoning,* (pp. 61-105)*.* Amsterdam: Elsevier Science.

Esposito, F., Malebra, D., Semerato, G., Vosniadou, S., & Ioannides, C. (1999). Conceptual Change as a Logical Theory Revision Process: A Machine Learning Perspective, In D. Kayser, S. Vosniadou (Eds*.), Modelling Changes in Understanding: Case Studies in Physical Reasoning,* (pp. 106-137). Amsterdam: Elsevier Science.

Sabah, G., Feret, O., Prince, V., Vilant, A., Vosniadou, S., Dimitrakopoulou, A*.,* Papademetrious, E. & Tsivgouli, M.(1999). Using Dialogue Analysis to Capture Teachers/Student Interactions that Promote Changes in Understanding. In D. Kayser, S. Vosniadou (Eds.), *Modelling Changes in Understanding: Case Studies in Physical Reasoning*, (pp. 223-279)*.* Amsterdam: Elsevier Science.

Vosniadou, S. (1999). Conceptual Change Research: State of the Art and Future Directions. In W. Schnotz, S. Vosniadou, & M. Carretero (Eds.) *New Perspectives on Conceptual Change,* (pp. 3-13). Amsterdam: Elsevier Science.

Vosniadou, S., & Schnotz, W. (1999). Introduction. In W. Schnotz, S. Vosniadou, & M. Carretero, (Eds.), *New Perspectives on Conceptual Change,* (pp. xiii-xxiv). Amsterdam: Elsevier Science.

Vosniadou S. (1997). On the Development of Abstract Ideas, or on How to Make Abstract Ideas Concrete so that Students will Understand Them. In K. Harnqvist and A. Burgen (Ed.) *Growing up with science: Developing and early understanding of science,* (pp. 41-58). Jennifer Kingsley.

Glaser, R., Ferguson, E., & Vosniadou, S. (1996). Cognition and the Design of Environments for Learning: Overview and summary. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International perspectives on the design of technology-based learning environments*, (pp. 1-9). Hillsdale, N.J.: Erlbaum.

Vosniadou, S. (1996). Learning Environments for Representational Growth and Cognitive Flexibility. In S. Vosniadou, E. De Corte, R. Glaser, & H. Mandl (Eds.), *International Perspectives on the Design of Technology-*Based *Learning Environments*, (pp. 12-23). Hillsdale, N.J.: Erlbaum.

Vosniadou, S., De Corte, E., & Mandl, H. (1995). Editors' Preface. In S. Vosniadou, E. De Corte, & H. Mandl (Eds.) *Technology-Based Learning Environments: Psychological and Educational* *Foundations*, (pp. 1-7). Heidelberg: Springer-Verlag.

Vosniadou, S. (1995). From Cognitive Theory to Educational Technology. In S. Vosniadou, E. De Corte, & H. Mandl (Eds.) *Technology-Based Learning Environments: Psychological and Educational Foundations*, (pp. 11-18)*.* Heidelberg: Springer-Verlag.

Vosniadou, S. (1995). A Cognitive Psychological Approach to Learning. In P. Reiman and H. Spada (Eds.) *Learning in* Humans *and Machines*: *Towards an Interdisciplinary Learning Science*, (pp. 26-36). London: Pergamon Press.

Morik, K., & Vosniadou, S. (1995). A Developmental Case Study on Sequential Learning: The Day-Night Cycle. In P. Reiman and H. Spada (Eds.) *Learning in Humans and Machines: Towards an Interdisciplinary Learning Science*, (pp. 212-227). London: Pergamon Press.

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**Publications in greek**

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S. Vosniadou & St. Psyllos (Quest Editors) (2008). Concepts and Conceptual Change, *Special Issue of NOESIS, The Journal of the Hellenic Cognitive Science Society.*

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**Articles**

Eighteen (18) articles in Referred Journals

**Book Chapters**

Eleven (11) Chapters in Edited Volumes

**Referred Articles in Conference Proceedings**

Thirteen (13) Articles in Hellenic Conference Proceedings

**Supervision of Translations – Psychology series**

I have supervised the translation in Greek of 11 books, in my capacity as editor of the Series ‘Psychology’ (Gutenberg Publications, Athens, Greece: 1989-present). These include the following:

Siegler, R. (1998) *Children’s Thinking*, Prentice Hall(Koulentionou, Z., 2002)

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**Invited Lectures – Keynotes**

* Keynote online, *EARLI SIG 16 Metacognition and Self-Regulated Learning, September 16, 2022*
* Education Colloquium, Flinders University, *Using the ICAP theory as a framework for the analysis of classroom observations’* Adelaide, SA, November 15, 2021
* Keynote, *Interdisciplinary Workshop on Conceptual Change in the History and Philosophy of Science and Science Education,* Utrecht University, June 4, 2021.
* *Keynote, ‘Learning and Education in Mathematical Cognition: Neurodevelopment and Arithmetic Disability’* Conference, Ghent, Belgium, June 3-4, 2019.
* *Keynote, ‘Mind the Gap-Bridging Secondary and Higher Education’* Conference organised by the Wenner Gren Foundation and the Academia Europaea, Stockholm, Sweden, May 15-19, 2019.
* Keynote, *Moscow State University, Moscow,* Russia, May 19-25, 2019.
* *Keynote, Southern STEM Strategy Symposium*, SA Department of Education and Child Development, Adelaide. June 9 2017.
* *Keynote, National Association for Research in Science Teaching (NARST) annual conf*erence, San Antonio Texas. April 22-25, 2017.
* *Keynote, Bridging the Gap Conference*, Flinders University. December 5, 2016.
* Speaker and invited panel member commentator, *Spatial Reasoning Seminar*, University of Canberra. November 23-24, 2016.
* *Keynote, Conceptual Change*, EARLI Special Interest Group Summer School, Florina, Greece. June 9, 2016.
* Invited speaker, University of California at San Diego, *Sowder Mathematics and Science Education Research Seminar Series*. March 7, 2016.
* Invited speaker, *The Annual John P. Keeves Lecture*, ACER Adelaide Office, Adelaide, SA. March 24, 2015.
* *Keynote, 15th* *Conference of the Greek Psychological Association,* Nicosia, Cyprus. May 27-30, 2015.
* *Keynote, 1st* International Conference on New Developments in Science and Technology Education, Corfu, Greece. May 29-31 2014.
* Invited speaker, *Department of Education and Child Development*, Adelaide, Australia. June 30, 2014.
* Keynote, *Sciences of Learning Summer-fest*, University of Hong Kong, Hong Kong. June 11 and 12, 2014.
* Invited speaker, *Hong Kong Institute of Education*, Hong Kong. June 19, 2014.
* Invited speaker, *Graduate Seminar*, School of Education, Flinders University, Adelaide, Australia. April 3, 2014.
* Invited speaker, *Science of Learning Research Centre*, Melbourne, Australia. March 25, 2014.
* Invited speaker, *Australian Council of Educational Research (ACER)*, Melbourne, Australia. March 24, 2014.
* Invited speaker, *Psychology Department*, Flinders University, Adelaide, Australia. March 20, 2014.
* *Keynote, International Conference on Conceptual Change*, (1-4 September, 2013), University of Trier, Germany.
* *Keynote, 16th European Conference on Developmental Psychology*, Lausanne, Switzerland. 3-7 September 2013.
* Invited speaker, *Workshop on Cognitive and Computational Modeling of Conceptual Change in Learning Science and Science Education*, (August 22-24, 2013), Hanasaari Cultural Center, Helskinki, Finland
* *Keynote, 1st Hellenic Cyprus Psychology Conference*, Nicosia, Cyprus. (5-7 July 2013).
* Invited speaker, Department of Science and Technology Education, Ben-Gurion University of the Negev, Israel (May 28, 2012).
* Invited speaker, *2nd Latin American School for Education, Cognitive and Neural Science*, Calafate, Patagonia, Argentina (March 5-12, 2012).
* Invited expert NSF/OECD International Conference “*Innovation in Education”*, Paris, France (January 23-24, 2012).
* Invited speaker, Department of Education, University of Florina, (February 15, 2011).
* Keynote, Conference *in Mathematics Education, Hellenic Association of Mathematics* *Education Researchers*, National and Kapodistrian University of Athens, (June, 16, 2011).
* Invited speaker, Department of Psychology, Carnegie Mellon University, (December 2, 2010).
* Invited speaker, Department of Psychology, Lehigh University, (October 22, 2010).
* Keynote, Conceptual *Change Conference, FLASCO* (Facultad Latinoamericana de Ciencias Sociales, Buenos Aires Argentina, (August 19-22, 2010).
* *Keynote, 7th biennial meeting of the EARLI Special Interest Group on Conceptual Change*, Leuven, Belgium (May 24-27, 2010).
* Invited speaker, Department of Psychology, Carnegie Mellon University, May 15, 2010.
* Invited speaker, *Séminaire 2010 des Archives Jean Piaget*, University of Geneva, Geneva, Switzerland (May 4, 2010).
* Invited speaker, Psychology Department, University of Adelaide, Australia (April, 1, 2010).
* Invited speaker, *College of Education, Institute of Innovation in Science and Mathematics*, University of Sydney, Australia (March 29, 2010).
* Invited speaker, Department of Education, University of Cyprus, Nicosia, Cyprus (September 28, 2009).
* Invited speaker, *Workshop on “Use of (external) representations in mathematical and scientific reasoning and problem solving: Analysis and improvement”,* Irish College, Leuven, Belgium, (September 9-12, 2009).
* *Keynote, EARLI SIG 6 and SIG 7 Conference*, Salzubrug, Austria, (September 2-6, 2009).
* *Keynote, The 6th International Conference on Conceptual Change “Conceptual Change across Disciplines: Theoretical and Applied Issues”* Turku, Finland, (August 23-25, 2009).
* *Keynote, 3rd International Conference on Cognitive Science*, Moscow, Russia, (June 20-25, 2009).
* *Keynote, Conference to honor Charles Darwin*, National and Kapodistrian University of Athens, (April, 29-30, 2009)
* Invited speaker, *Department of Education, La Trobe* University, Victoria, Australia, (February 26, 2009).
* Invited speaker, *Centre for Research, School of Education*, Deakin University, Victoria, Australia, (February 25, 2009).
* Keynote, International *Conference on Strategic Issues of Modernizing the Hungarian Educational System*, Budapest, Hungary (September, 2007).
* Opponent in the dissertation submitted by Karin Erhlen entitled ‘Conceptions and Artefacts: Children’s understanding of the earth in the presence of visual representations’, *Department of Education, University of Stockholm, Stockholm,* Sweden (June, 2007)
* Keynote, 11th *Conference of the Greek Psychological Association, Rethymnon,* Crete (April, 2007)
* Invited speaker, SRCD Conference on ‘Developmental Science and Early Schooling: Translating basic research into Practice’. A joined project of the *Frank Porter Graham Child Development Institute (University of North Carolina, Chapel Hill) and the Society for Research in Child Development,* organised by Oscar Barbarin and Anna Stetsenko (March, 2007)
* Invited speaker, Colloquium on ‘Teaching Science and Mathematics for Conceptual Change’ *American University of Beirut,* Beirut, Lebanon (February, 2007).
* Invited Speaker in the joined conference organised by the *International Academy of Education and El Centro National de Evalution (CENEVAL), El Consejo Mexicano de Investigacion Educativa (COMIE), El Departmento de Investigaciones Educativas (DIE-CINVESTAV), El Instituto Nacional de Evaluacion (INEE), and La Universidad Pedagogica National (UPN),* Mexico City, Mexico (October, 2006).
* Invited speaker, AERA Division C Special meeting on Internationalization of Education, *Teachers’ College, Columbia University* (August, 2006).
* Invited speaker, *Joined* conference *of the Japanese Cognitive Science Society and the Japanese Cognitive Psychology Society,* Nagoya, Japan (August, 2006).
* *Keynote, 26th International Congress of Applied Psychology,* Athens, Greece, (July, 2006).
* *Keynote, Fifth European Symposium on Conceptual Change, ‘Bridging the Gap between Mental Models and Situated* Cognition*? Theoretical and Methodological Considerations*’. Stockholm, Sweden (June, 2006).
* Invited speaker, School of Psychology, *University of Adelaide,* Adelaide, Australia, (May, 2006).
* Invited speaker, *National Institute of Education,* Singapore (May, 2006)
* *International Conference on Computers in Education (CICLE 2005)*, ‘Towards sustainable and scalable educational innovations informed by learning science’, Singapore (December, 2005).
* *10th Panhellenic Conference on Informatics (PCI 2005)*, Volos, Greece (November, 2005).
* *27th International School Psychology Association* (ISPA) Colloquium, Athens (May, 2005).
* Invited speaker, *Light/Image/Illusion Symposium*, The Aigina Academy, Aigina (May, 2005).
* *Invited* speaker, *Workshop on the Design of Powerful Learning Environments*, Leuven, Belgium (September, 2004).
* *4th* European *Symposium on Conceptual Change: Philosophical, Historical and Educational Approaches*, Delphi (May, 2004).
* *INTERLEARN - Multidisciplinary Approaches to Learning, Life as Learning Research Program*, University of Helsinki, Helsinki, Finland (December, 2003).
* Invited speaker, *Department of Education*, University of Helsinki, Helsinki, Finland (June, 2003).
* Invited speaker, *University of Leuven, Department of Education*, Leuven, Belgium (September, 2002).
* Invited speaker, *Department of Psychology*, University of Cyprus, Nicosia (November, 2002).
* Invited speaker, *Department of Psychology*, University of Melbourne, Melbourne, Australia (October, 2002).
* Keynote, 3rd Hellenic Conference on Information and Communication Technologies in Education, Rhodes. (September, 2002).
* Invited speaker, New *Bulgarian University, Program in Cognitive Science*, Sofia, Bulgaria, (July, 2002).
* *Keynote, 3rd European Symposium on Conceptual Change*, University of Turku, Turku, Finland. (June, 2002)
* *Keynote, 7th European Congress of Psychology*, London, England (July, 2001).
* Invited speaker, *International Symposium on Cognitive Science and Science Education, Graduate Institute of Science*, National Taiwan Νorma1 University, Taipei, Taiwan (June, 2001)
* Invited speaker, *Meeting of the Cognitive Network on Learning*, Paris, France (May, 2001).
* Invited speaker, *Conference on Model-Based Reasoning: Scientific Discovery, Technological Innovation, Values*, Pavia, Italy. (May, 2001).
* Invited speaker, *Cognition and Development Colloquium, Tollman Hall*, University of California at Berkeley, USA. (March, 2001).
* Invited speaker, *Colloque e-Educación, Salon de l' Educación*, Paris, France (November, 2000)
* Invited speaker, *Australian Center for Educational Research (ACER*), Melbourne, Australia (February, 2000).
* *Keynote,2nd International Conference of the European Science Education Research Association*, Kiel, Germany. (September, 1999).
* *Keynote, European Conference on Research in Chemica1 Education,* Ioannina (September, 1999).
* Invited speaker, *International Conference on Science Education for the 21st Century (part of the UNESCO- ICSU World Conference on Science),* *Szeged*, Hungary. (June, 1999).
* Invited speaker, *Department of Education*, University of Tel Aviv, Tel Aviv, Israel. (March, 1999)
* *Board of Participating Countries*, OECD PISA Project, Tokyo, Japan. (March, 1999).
* Invited speaker, *Workshop on History of Science: Implications for Science Education, Homi Bhabha Centre for Science Education*, Bombay, *India*. (February, 1999).
* Invited speaker, *Department of Education*, University of Twente, The Netherlands. (January, 1999).
* Invited speaker, *Center for Educational Research*, Delphi, Greece. (December, 1998).
* *Conference for Collaborative Learning*, Roma, Italy (December, 1998).
* *Keynote, 2nd European Symposium on Conceptual Change*, Madrid, Spain. (November, 1998).
* Invited speaker, *Conference on Educational Technology*, Center for Educational Research, Lagonissi, Greece. (September, 1998).
* *American Psychological Association Convention*, Educational Psychology Division, San Francisco, USA. (August, 1998).
* *24th International Congress of Applied Psychology*, San Francisco, USA. (August, 1998).
* Invited speaker, *Department of Psychology*, University of Landau, Landau, Germany. (June, 1998).
* Invited speaker, *Department of Education*, University of Cyprus, Nicosia, Cyprus. (March, 1 998).
* Invited speaker, *Department of Psychology*, Autonoma University of Madrid, Madrid, Spain. (February, 1998).
* *Scientific and Technological Options Assessment (STOA), Panel on Multimedia Technologies in Schools* European Parliament, Brussels, Belgium. (December, 1997).
* Invited speaker, *Workshop on Epistemological Bases of Education*, Drama, Greece (May 1997).
* Invited speaker, *Inter-University Center for Educational Research (ICO), Education in the year 2000: Contributions from Educational Research*, University of Groningen, The Netherlands. (September, 1996).
* Keynote*, Biennial conference of the Greek Psychological Society*, Patras, Greece (March, 1996).
* Workshop οn *Growing υp with Science*, Academia Europa, University of Goteborg, Goteborg, Sweden. (October, 1995).
* Keynote*, 6th Biennial meeting of the European Association for Research on Learning and Instruction,* Nijmegen, The Netherlands. (August, 1995).
* Invited speaker, *European Congress of Psychology*, Athens, Greece (July, 1995).
* Invited speaker, *International Association for Preschool Education, Annual Conference*, Athens, Greece (March, 1995)
* *Keynote, Finish Νational Conference on University Pedagogy*, University of Juvaskular, Finland. (January, 1995).
* Keynote, 31rd Νational Meeting of the Portuguese Union of Psychologists, Lisbon, Portugal. (October, 1994).
* Invited speaker, *1st Symposium on Conceptual Change*, University of Jena, Jena, Germany. (September, 1994).
* *Keynote, 23rd* *International Congress of Applied Psychology*, Madrid, Spain (July, 1994).
* *Keynote, Psychology Conference,* Panteio University, Athens, Greece. (March, 1994).
* Invited speaker, *ΝΑΤΟ Advanced Workshop: The Design of Computational Media to Support Exploratory Learning*, Monterey, California, USA. (October, 1993).
* Invited speaker, *Department of Psychology*, University of Carnegie Mellon, Carnegie Mellon University, Pittsburgh, USA. (April, 1993).
* Invited speaker, *Seminar on Human and Machine Learning, European Science Foundation*, St. Gallen, Switzerland. (March, 1993).
* Invited speaker, *Department of Computer Science*, University of Dortmund, Dortmund, Germany. (March, 1993).
* Invited speaker, *Biennial Meeting of the International Society for the Study of Behavior Development,* Recife, Brazil. (July, 1992).
* *Keynote, International Congress of Psychology,* Brussels, Belgium (July, 1992).
* Invited speaker, *Seminar on Human and Machine Learning, European Science Foundation, Ill'Ciocco/Lucca,* Italy (March, 1992).
* Invited symposium speaker, *Biennial Meeting of the Society for Research in Child Development,* New Orleans, Louisiana, *USA*. (March, 1992).
* Invited speaker, *Seminar on DO-ABLE Intelligent Learning Environments, Κing's College*, London, England (September, 1991).
* *Keynote, Fourth Biennial meeting of the European Association for Research on Learning and Instruction*, Turku, Finland. (August, 1991).
* Invited speaker, *Seminar on Reasoning with Tools, Κing's College*, London, England (January, 1991).
* Invited speaker, Workshop *on Cultural Κnowledge and Domain-Specifici*ty, University of Michigan, Ann Arbor, Michigan, USA. (September, 1990).
* Invited speaker, *ΝΑΤΟ* Advanced *Workshop on Computer-Based Learning Environments and Problem Solving*, University of Leuven, Leuven, Belgium. (September, 1990).
* Invited speaker, *Advanced Workshop on Physics and Learning Environments*, CNRS, Lyon, France (July, 1990).
* Invited speaker, *School of Education*, University of Leuven, Leuven, Belgium. (March, 1990).
* Invited speaker, *Department of Psychology and School of Education*, University of Padova, Padova, Italy. (March, 1990).
* Invited speaker, *Seminar on Νew Information Technologies in School Learning*, Tubingen, Germany. (January, 1990).
* Invited speaker, *Department of Psychology*, University of Chicago, Illinois, USA. (May, 1989).
* Invited speaker, *Seminar οn* Metaphors*, Analogies, and Conceptual Models,* University of Warsaw, Warsaw, Poland. (September, 1989).
* Invited speaker, *European* *Seminar οn Νew Information Technologies in School Learning*, Rottenburg, Germany. (November, 1989).
* Invited speaker, *International Reading Association*, Toronto, Canada (May 1988).
* Invited speaker, *Bolt, Beranek and Νewman, Cognitive Science Division*, Cambridge, Mass., USA (October, 1988).
* Smithsonian *Center for Astrophysics (Education Division)*, Harvard University, Cambridge, Mass., USA (December 1988).
* Invited speaker, *Educational Testing Service,* Princeton, NJ. USA, (May, 1987)

**Refereed Conference Presentations (since 2013)**

Vosniadou, S. (2021). Organiser and chair of the Featured Symposium ‘Teaching how to learn: Investigating teachers beliefs and practices about how to promote independent and self-regulated learning in the classroom’ presented in the annual conference of the Australian Association for Research in Education, Melbourne, November 29-31.

Vosniadou, S. (2021). A conceptual change perspective on understanding teachers’ belief systems. Paper presented in the Espresso Invited Symposium of SIG 3 at the online biannual Conference of the European Association for Research in Learning and Instruction, August 23-27.

Vosniadou, S. (2019). Looking at conceptual development and conceptual change from a complex systems framework. Paper presented at the biannual Conference of the European Association for Research in Learning and Instruction, Germany, August 12-16.

Vosniadou, S., Lawson, M., Wyra, M., Van Deur, P., & Jeffries, D. (2019). Pre-Service Belief Systems with respect to the self-regulation of learning. C. Dignath (chair), Assessing teachers’ knowledge, beliefs, and self-efficacy about promoting SRL. Symposium presented at the biannual conference of the European Association for Research in Learning and Instruction, Germany. August 12-16.

Vosniadou, S. (2019) Applying Conceptual Change Research to Guide Interventions to Support Changes in Teachers’ Beliefs about Learning and Teaching and about their Practices. Paper presented in the Invited Symposium *Learning with conceptual change during working life - conceptual change in teacher training and professional development, Christou, K (chair),* at the biannual conference of the European Association for Research in Learning and Instruction, Germany. August 12-16.

Vosniadou, S. (2019). What could a complex systems perspective offer to the study of conceptual development and conceptual change? Paper presented in the symposium Teachers beliefs and practices with respect to teaching for self-regulated learning (SRL). S. Vosniadou (chair), annual conference of the American Educational Research Association, Toronto, April 14-19.

Vosniadou, S., Lawson, M., Wyra, M., Van Deur, P., & Jeffries, D. (2019). Teachers’ Beliefs and Practices with Respect to Teaching for Self-Regulated Learning (SRL). Paper presented in the symposium Theories of learning through the looking glass of complexity in M. Jacobson (chair), annual conference of the American Educational Research Association, Toronto, April 14-19.

Vosniadou, S. (2019). Teachers beliefs and practices with respect to teaching for self-regulated learning (SRL). Symposium presented at the Annual Conference of the American Educational Research Association, Toronto, Canada, April 5-9.

Vosniadou, S. & Lawson, M. (2018). Insights into pre-service teachers’ belief systems about learning and teaching, Paper presented at the annual conference of the Australian Association for Research in Education, Sydney, Australia, December 1-5.

Vosniadou, S. (2018). Using executive function tasks to investigate links between conceptual change and dual process theories. Paper presented at the 11th International Conference on Conceptual Change, Klagenfurt, Austria, August 29- September

Vosniadou, S. (2018). Distinguishing Epistemic Beliefs from Beliefs about Learning: Does it make a difference? Invited panel discussion at the 11th International Conference on Conceptual Change, Klagenfurt, Austria, August 29- September 1.

Vosniadou, S. (2018). The Cognitive-Situative Divide and the Perspective of a Complex Systems Framework , paper presented in the symposium Rising above? Complexity and theories of learning, M. Jacobson, (chair), International Conference of the Learning Sciences Society, London, June 22-30.

Vosniadou, S., Pobke, K., Nicholls, M., Heath, J., Van Deur, P., & Jeffries, D. (2017). *Fostering the development of self-directed learners.* Paper presented at the annual conference of the Australian Association for Research in Education, Canberra, Australia.

Vosniadou, S., Lawson, M., Wyra, M., Van Deur, P., Napier, R., & Jeffries, D. (2016a).*The beliefs about learning and teaching questionnaire.* Paper presented at the annual conference of the Australian Association for Research in Education, Melbourne, Australia.

Vosniadou, S., Curtis, D., & Van Deur, P. (2016b). *Students’ learning related beliefs and relation to self-ratings of achievement.* Paper presented at the annual conference of the Australian Association for Research in Education, Melbourne, Australia.

Vosniadou, S. (2015). *Using cognitive models as the basis for diagnostic assessments in science and mathematics.* Paper presented in the Symposium ‘Science and Mathematics Assessments Based on Cognitive Models’, D. Curtis, Chair, at the annual conference of the Australian Association for Research in Education, Fremantle, Western Australia.

Haryanto, B., Curtis, D., & Vosniadou, S. (2015). *Extending learning progressions*: *Modeling student cognitive processes in the domain of rational number*. Paper presented in the Symposium ‘Science and Mathematics Assessments Based on Cognitive Models’, D. Curtis, Chair, at the annual conference of the Australian Association for Research in Education, Fremantle, Western Australia.

Vlacholia, M., Vosniadou, S., Salta, K., Roussos, P., Kazi, S., Sigalas, M., & Tsougraki, C. (2015). *Investigating the visual/analytic shift in students’ knowledge of chemistry.* Poster presented at the 37th Annual Meeting of the Cognitive Science Society, Pasadena, California, USA.

Vosniadou, S., Pnevmatikos, D., Makris, N., Eikospentaki, K., Lepenioti, D., Chountala, A., & Kyrianakis, G. (2015). *Executive functions and conceptual change in science and mathematics.* Poster presented at the 37th Annual Meeting of the Cognitive Science Society, Pasadena, California, USA.

**Vosniadou, S., Ikopsentaki, K., Lepenioti, D., & Chountala, A. (2014).** *Learning science and mathematics requires the inhibition of prior knowledge.* Paper presented at the **9th International Conference on Conceptual Change, Bologna, Italy.**

**Vosniadou, S., Chountala, A., Lepenioti, D., & Ikopsentaki, K. (2014).** *Assessing changing in categorization after exposure to science*.Paper presented at the **9th International Conference on Conceptual Change, Bologna, Italy.**

**Lepenioti, D., & Vosniadou, S. (2014).** *Supporting fraction understanding with external representations*.Paper presented at the **9th International Conference on Conceptual Change, Bologna, Italy.**

**Lepenioti, D., & Vosniadou, S. (2014).** *The effects of external representations on fraction understanding.* Poster presented at the annual meeting of the Cognitive Science Society, Quebec, Canada.

**Vosniadou, S., Lepenioti, D., Chountala, D., & Eikospentaki, K. (2014). *Assessing changes in explanations of natural phenomenal after exposure to science: the phen-ex task*.** Poster presented at the annual meeting of the Cognitive Science Society, Quebec, Canada.

**Lepenioti, D., Vosniadou, S., & Alexandris, C. (2014). *Designing an interactive tutoring tool for improving mathematical skills.*** Poster presented at the International Conference of the Human Computer Interaction Society.

Pnevmatikos, D., **Vosniadou, S.,** Makris, N., Kyrianakis, G., **Ikopsentaki, K., Chountala, A. & Lepenioti, D. (2014).** *Self-awareness mediates executive function and conceptual change processes.* Poster presented at the conference of the Association for the Scientific Study of Consciousness, Brisbane, Australia.

**Vosniadou, S., Chountala, A., Ikopsentaki, K., & Lepenioti, D. (2013).** *Assessing conceptual change in science and mathematics: The re-categorization task.* Poster presented at the 8th biennial meeting of the Cognitive Development Society, Memphis, Tennessee, USA.

Vosniadou, S., Lepenioti, D., Chountala, A., Eikospentaki, K., Papavasiliou, P., Thanou, E. (2013). *New methods for assessing ontological and representational changes*. Poster **presented at the 35th Annual Meeting of the Cognitive Science Society, Berlin, Germany.**

**Vosniadou, S. (2013).** *Using instructional analogies to promote the comprehension of counter-intuitive science text*. Paper presented at the **symposium Promoting Conceptual Change: Theoretical and Instructional Perspectives’, American Educational Research Association, San Francisco, California, USA.**

**Vosniadou, S. (2013).** *The representation of fraction magnitudes and the whole number bias,* Paper presented at the **symposium ‘Studies in the development of the rational number concept’, European Association for Research on Learning and Instruction, Munich, Germany.**