Γεώργιος Παπαγεωργίου

Βαθμίδα: Καθηγητής

Τομέας: Θετικών Επιστημών

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Βιογραφικό Σημείωμα: Ο Γεώργιος Παπαγεωργίου είναι Καθηγητής στον Τομέα Θετικών Επιστημών, στο Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, στο γνωστικό αντικείμενο «Χημεία με έμφαση στη Διδακτική της Χημείας και στην Οργανική Χημεία». Έχει διοριστεί στη βαθμίδα αυτή από τον Ιανουάριο του 2005, ενώ συνολικά υπηρετεί ως μέλος ΔΕΠ στο συγκεκριμένο Τμήμα από τον Μάρτιο του 1995. Κατά τα ακαδημαϊκά έτη 2002-3, 2004-5, 2005-6, 2006-7, 2007-8, 2008-9,2015-16 και 2016-17 είχε τη Διεύθυνση του Τομέα Θετικών Επιστημών, κατά τα ακαδημαϊκά έτη 2002-3, 2003-4, 2004-5, 2008-9, 2009-10, 2010-11, 2015-16 και 2016-17 είχε τη Διεύθυνση του Εργαστηρίου Περιβαλλοντικής Έρευνας και Εκπαίδευσης, κατά τα ακαδημαϊκά έτη 2009-10 και 2010-11 ήταν Αναπλ. Πρόεδρος του Τμήματος, ενώ κατά τα ακαδημαϊκά έτη 2011-12, 2012-13, 2013-14 και 2014-15 ήταν Κοσμήτορας της Σχολής Επιστημών Αγωγής. Τα τελευταία χρόνια τα ερευνητικά του ενδιαφέροντα εστιάζονται στη Διδακτική της Χημείας.

Γνωστικό Αντικείμενο:«Χημεία με έμφαση στη Διδακτική της Χημείας και στην Οργανική Χημεία»

ΦΕΚ Προκήρυξης : 17/28.01.2004,
ΦΕΚ Διορισμού : 16/26.01.2005

Μαθήματα που διδάσκει:

- Έννοιες Χημείας στην Εκπαίδευση
- Διδακτική Φυσικών Επιστημών
- Η Χημεία του Περιβάλλοντος στην Εκπαίδευση

Επιστημονικά ενδιαφέροντα: Διδακτική της Χημείας

Αντιπροσωπευτικές πρόσφατες δημοσιεύσεις (2010 – σήμερα)**:**

Zarkadis, N. and Papageorgiou, G. (2020). A fine-grained analysis of students' explanations based on their knowledge of the atomic structure, *International Journal of Science Education*, DOI: 10.1080/09500693.2020.1751340.

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Papageorgiou, G., Amariotakis, V. and Spiliotopoulou, V. (2017). Visual representations of microcosm in textbooks of chemistry: Constructing a systemic network for their main conceptual framework, *Chemistry Education Research and Practice*, 18(4), 559 – 571.

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Papageorgiou, G., Markos, A. and Zarkadis, N. (2016). Students' representations of the atomic structure – The effect of some individual differences in particular task contexts, *Chemistry Education Research and Practice*, 17, 209-219.

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Stamovlasis, D., Kypraios, N. and Papageorgiou, G. (2015). A SEM model in assessing the effect of Convergent, Divergent and Logical Thinking on students' understanding of chemical phenomena, *Science Education International,* 26(3), 284-306.

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