

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):

Angeloudi, A. and Papageorgiou, G. (2022). Primary students' argumentation skills on evaporation: A teaching intervention, *Preschool and Primary education*, 10(1), 1–24.

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Zarkadis, N., Papageorgiou, G. and Markos, A. (2021). Understanding Quantum Numbers: Students' verbal descriptions and pictorial representations of the atomic structure, *International Journal of Science Education*, 43(13), 2250-2269.

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Vaiopoulou, J., Tsikalas, T., Stamovlasis, D. and Papageorgiou G. (2021). Nonlinear dynamic effects of convergent and divergent thinking in conceptual change process: Empirical evidence from primary education, *Nonlinear Dynamics Psychology and Life Sciences* 25(3), 335-355.

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Stamovlasis, D., Papageorgiou, G. and Zarkadis, N. (2020). Students' ideas and misconceptions about for the atom: A Latent Class Analysis with covariates, *International Journal of Physics and Chemistry Education*, 12(3), 41-52.

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Papageorgiou, G., Amariotakis, V. and Spiliotopoulou, V. (2019). Developing a Taxonomy for Visual Representation Characteristics of Submicroscopic Particles in Chemistry Textbooks, *Science Education International*, 30(3), 181-193.

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Vaiopoulou, J. and Papageorgiou, G. (2018). Primary students' conceptions of the Earth: Re-examining a fundamental research hypothesis on mental models, *Preschool and Primary Education*, 6(1), 23-34.

Stamovlasis, D., Papageorgiou, G., Tsitsipis, G., Tsikalas Th. and Vaiopoulou, G. (2018). Illustration of Step-Wise Latent Class Modeling with Covariates and Taxometric Analysis in Research Probing Children's Mental Models in Learning Sciences, *Frontiers in Psychology*, 9:532.doi: 10.3389/fpsyg.2018.00532.

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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Vaiopoulou, J., Stamovlasis, D. and Papageorgiou, G. (2017). New perspectives for theory development in science education: Rethinking mental models of force in primary school, pp. 1-16 in R.V. Nata (Ed.). *Progress in Education, Volume 47*, pp. 220; Chapter 1. New York: Nova Science Publishers, Inc. ISBN: 978-1-53611-009-8.

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Kypraios, N., Papageorgiou, G. and Stamovlasis, D. (2014). The role of some individual differences in understanding chemical changes: A study in secondary

education, *International Journal of Environmental and Science Education*, 9(4), 413-427.

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Stamovlasis, D., Papageorgiou, G. and Tsitsipis, G. (2013). The coherent versus fragmented knowledge hypotheses for the structure of matter: An investigation with a robust statistical methodology, *Chemistry Education Research and Practice*, 14, 485-495.

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