

CURRICULUM VITAE

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Dr. Mary Koutselini

She is Professor of Curriculum and Instruction, Chair holder of the UNESCO chair in Gender Equality and Women's Empowerment of the University of Cyprus (2008-2023), and a regular member of the European Academy of Arts.

She participated as expert in working groups of the European Commission and advisory global, European, and national boards and networks and also as National representative of International Network (CICE- International Socrates Network on Citizenship Teaching and Research; IEA International Association of the Assessment of Educational Achievement). She served as head person of the Center of Learning of the University of Cyprus, of the Department of Education and as external evaluator of Universities, Research, and academic staff in Cyprus and abroad.

She is the coordinator of 20 International, European and National Research programs in the areas of her specialization and active member of a number of national, European and international academic associations and editorial boards of scientific journals.

She has been also the founder and coordinator of the University of Cyprus post-graduate program "Curriculum, Instruction and Comparative Education" and of the interdisciplinary program "Gender Studies". She has authored 15 books and more than 250 articles and invited chapters in scientific refereed journals and books.

She served as President, Vice president and member in a number of independent Councils and Advisory Committees in Cyprus and abroad.

Since 2015 has been the President of the first Council of the Cyprus Agency for Quality Assurance and Accreditation of Higher Education ([CYQAA](#)), an independent authority, registered in EQAR.

STUDIES

UNIVERSITY, COUNTRY, TITLE, YEAR

- Aristotle University of Thessaloniki, Greece, B.A. in Greek Philology, 1972
- State University of New York, U.S.A., M.A. in Curriculum Development and Evaluation, 1987
- University of Athens, Greece, Ph.D. in Curriculum Development and educational policy, 1993

GRANTS

- The Cyprus Foundation of State Scholarships –Studies in Greece
- The State University of New York at Albany- Studies in Albany -Fellowship from The State University of New York – SUNY
- The British Council Award for short term studies at the Institute of Education- University of London
- Regular member of the European Academy of Arts

RESEARCH INTERESTS

Action Research; Differentiation of Teaching and Learning; Citizenship Education; Gender Studies
Teacher and trainers' Education, Development and Evaluation

EDITORIAL BOARDS

JOURNAL TITLE (POSITION IN THE BOARD/IF ANY---IN BRACKET), COUNTRY PUBLISHED, PUBLISHER

1. *Teachers and Teaching: Theory and Practice*, Routledge, Taylor & Francis Group
2. *Journal of Social Science Education*, Routledge, Taylor & Francis Group
3. *Pedagogy, Culture and Society*, Routledge, Taylor & Francis Group
4. *Journal of Curriculum and Teaching*, Richmond Hill, Ontario, Canada
5. *Educational Sciences [Epistemes tis Agoges]*, University of Crete, Greece
6. *Journal of Pedagogy (JoP)* (Editorial Advisory Board Member), De Gruyter / Trinova University in Trinova, Slovakia
7. Online journal of Action Research (www.actionresearch.gr)

RESEARCH PROGRAMMES (selected)

PROGRAMME TITLE, FUNDING, PERIOD (YEARS)

1. National Researcher/representative in the CEDEFOP EVTS tender - teachers survey (2024-)
2. «Promoting the Development of Teachers' and students' Metacognitive and Theory of mind Skills (2022-1-CY01-KA220-SCH-000088168) (2021-2024)
3. Securing the Best Interest of the Child in Educational School Administration / SEBI
4. Project N° 612177-EPP-1-2019-1-CY-EPPKA3-IPI-SOC-IN (2019-2021)
5. Erasmus European research project Children's life quality: participation, recreation and play – CICADA(2019-2021) EIDIP
6. National Project: Evaluation of the New Curricula of the Public Education of Cyprus with cooperating organizations the University of Cyprus and the Ministry of Education and Culture of Cyprus (2014 – 2019)
7. National Project: The New timetable of the Secondary Education of Cyprus-New Lyceum with cooperating organizations the University of Cyprus and the Ministry of Education and Culture of Cyprus (2014 –2019)
8. Research Project CODE-IWP titled "Commitment to Democracy through Increasing Women's Participation" funded by EACEA - EUROPE FOR CITIZENS PROGRAMME (2015-2016).

9. Research project “*The profile of the woman politician in Cypriot Television. A gendered analysis*” funded by the Cyprus Research Promotion Foundation (2011-2014).
10. Research project “*The gendered discriminations in Language textbooks of primary education*” funded by the Ministry of Education and Culture of the Republic of Cyprus (2012-2013).
11. Research project RELEASE titled “Towards Achieving Self REGulated LEArning as a Core in Teachers’ In- Service Training in Cyprus” funded by EACEA, Lifelong Learning Programme - Key activity 1 (2012-2013).
12. Research program “Teachers’ in-service training in Cyprus and Romania: Innovations in Curricula and Training (KY-POY/0311/02)”, funded by the Cyprus Foundation for the Promotion of Research (2012-2013).
13. Research project VICTIMS titled “An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child’s exposure to violence against herself. Sensitizing and creating awareness through research-product material, both transnational and differential according to the partner-context” (JLS/2008/DAP3/AG/1157) co-funded by the European Committee - Daphne III programme and the University of Cyprus (2009-2011).
14. National Research programme “The Gender profile in the Tertiary Education” funded by the Machinery for the Promotion of Women’s Rights of the Ministry of Justice of Cyprus and the University of Cyprus (2009-2011).
15. International Project funded by the European Union and IEA (International Organization for the Evaluation of Educational Achievement): Citizenship Education Project (ICCS) (2007-2010).
16. Member of the research team of the National Project ‘ Teachers’ Life-Long Learning and Professional Development’. Cyprus Foundation for the Promotion of Research (2005-2008).
17. National Project “The Gender profile in Cyprus TV broadcasting and students’ gender perceptions. Comparison with the European Commissions’ Gender Mainstreaming Policy.” Funded by the Cyprus Foundation for the Promotion of Research (2004-2007).
18. International Project funded by the European Union and IEA (International Organization for the Evaluation of Educational Achievement): Literacy International Project (PIRLS) (2004-2007).
19. National programme funded by the Cyprus Foundation for the Promotion of Research titled “Foundation of classrooms – Computers’ laboratories (2005-2008).
20. National Representative of CICE International Socrates Network on Citizenship Teaching and Research (1996-2012)

21. National Representative of IEA (International Association of the Assessment of Educational Achievement), USA: Boston- European Union (2009-2012).

PUBLICATIONS

BOOKS (selected)

1. Koutselini, M., Philippou, St., Klerides, E. (2019). Translation in Greek of Ivor Goodson's book "Investigating Teachers' Life and Work" with Introduction in Greek. Athens: Gutenberg
2. Koutselini, M. & Pyrgiotakis I. (2015). Differentiation of Teaching: The social, the pedagogical, and the instructional dimension. Athens: Pedion (in Greek).
3. Ioannidou-Koutselini, M. (2013). *Curriculum and instruction*. Athens: Pedion. (in Greek)
4. Koutselini, M. (2010). *Constructivism and differentiation of teaching and learning*. Nicosia. (in Greek)
5. Papanastasiou, C., & Koutselini, M. (2007). *IEA: PIRLS - Primary school students' literacy performance*. (in Greek)
6. Papanastasiou, C., & Koutselini, M. (2007). *Performance of lower secondary school students*. (in Greek)
7. Papanastasiou, C., & Koutselini, M. (2007). *IEA: CIVIC: Performance of primary school students*. (in Greek)
8. Koutselini, M. (2006). *Differentiation of teaching and learning in mixed ability classrooms*. Nicosia. (in Greek)
9. Koutselini, M., Trigo - Santos Fl., & Verkest, H. (2004). *Equality in education: Mission impossible?* London: CICE.
10. Koutselini, M., & Theophilides, Ch. (2002). *Inquiry-based learning and cooperation. For effective teaching*. Athens: Gregoris. (in Greek)
11. Ioannidou-Koutselini, M. (2001). *Curriculum development: Theory, research, praxis*. Nicosia. (in Greek)
12. Maratheftis, M., & Koutselini, M. (2000). *The function and the curricula of the Pedagogical Academy of Cyprus – Historical research*. Nicosia (in Greek).

(SELECTED) CHAPTERS IN BOOKS

1. Koutselini, M. (2025). Teachers' Professional Development for Social Justice Through Action Research. In Moore & Bennett, (Eds) (forthcoming). *Encyclopaedia of Social Justice in Education - Teaching and Teacher Education*. Bloomsbury.
2. Daele, A., Šteh, B., Koutselini, M., & Ratnam, T. (2023). Assessment in Higher Education in Times of Pandemic : Obstacles and Opportunities for Change. In C. J. Craig, J. Mena, & R. G. Kane (Éds.), *Teacher Education in the Wake of Covid-19* (Vol. 41, p. 133-152). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-368720230000041016>
3. Koutselini, M. & Savva, S.(2021). The hidden curriculum in multicultural and multilingual classroom. In, Papadopoulos, I. And Papadopoulou S.(2021). *Supporting education in multicultural and multilingual classroom*. NY:NOVA SCIENCE PUBLISHERS, INC. [Applied Linguistics Research and Good Practices for Multicultural and Multilingual Classrooms – Nova Science Publishers \(novapublishers.com\)](https://doi.org/10.1108/S1479-368720210000025015)
4. Koutselini, M. (2020). Self –regulated Learning through Action Research. In, Kalerante, E. et al. (2020). *Applied Qualitative Studies in Education*. GB: Cambridge Scholars Publishing, pp. 161-176
5. Koutselini, M. (2017a). Teacher Responsive Teaching and Learning Initiatives Through Action Research. In I.H. Amzat & Nean P. Valdez (eds), *Teacher Empowerment Toward Professional Development and Practices- Perspectives Across Borders* (pp 185-195). Springer
6. Koutselini, M. (2017b). The Reflective Paradigm in Higher Education and Research: Compassion in Communities of Learning. In Paul Gibbs (Ed.). *The Pedagogy of Compassion at the Heart of Higher Education* (pp203-213). Springer.
7. Koutselini, M. (2015). Empowering Principals and Teachers to Develop Participatory Teacher Leadership in Cyprus: Toward a Meta-Modern Paradigm of Teacher and Preservice Teacher Development. *International Teacher Education: Promising Pedagogies (Part B) (Advances in Research on Teaching, Vol. 22B)*, Emerald Group Publishing Limited, Leeds, pp. 71-87. <https://doi.org/10.1108/S1479-368720150000025015>
8. Koutselini, M., Patsalidou, Fr., & Tsimpimpaki, K. (2014). Gender equality in the Cyprus tertiary education system: The perceived superiority of men as academics and researchers. In B. Gael McSweeney (Ed.), *e-book Gender Perspectives in Case Studies across Continents*. Available from <http://www.unesco.org/en/university-twinning-and-networking/resources/publications/>

9. Koutselini, M., & Agathangelou, S. (2014). The perceived and the experienced curriculum in secondary schools in light of citizenship education: Similarities and differences between four European countries. In S. Chistolini (Ed.), *Citizenship education and secondary schools in Europe* (pp. 7-16). Saarbrücken: Lambert Academic Publishing.
10. Koutselini, M. & Valanidou, Fl., (2013). Discourses emerging from the experiences of the women mothers victims of violence. In Gloria Bonder & Brenda Gael McSweeney (eds). *Gender Perspectives in case studies across continents*. Global Network of UNESCO Chairs on Gender-UNESCO
11. Koutselini, M., & Agathangelou, S. (2013). Contextualizing the gender Representation in Cyprus television. In F. Sadigi (Ed.), *Women and knowledge in the Mediterranean* (pp. 193-211). Routledge: Advances in Mediterranean Studies.
12. Koutselini, M., & Valanidou, Fl. (2013). Discourses emerging from the experiences of the women mothers victims of violence. In Gl. Bonder, & B. Gael McSweeney (Eds.), *Gender Perspectives in case studies across continents* (pp. 29-41), pp29-41. UNESCO. Available from <http://goo.gl/31btQ>.
13. Koutselini, M. (2012) Multicultural Classrooms: Inclusion Without Integration? In Julia Athena Spinthourakis, John Lalor, Wolfgang Berg (Eds) *Cultural Diversity in the Classroom. A European Comparison*. 175-185. Berlin: Springer.
14. Koutselini, M, & Valanidou, Fl. (2012). Children living with violence: The effects on their behavior and their views about their own self-image and school performance. In Ch. Theophilides, A. Michailidou, P. Persianis, & S. Photiou (Eds.), *Honorary Volume for Constantinos Papanastasiou* (pp. 319-340). Nicosia, Cyprus: Ministry of Education and Culture, Cyprus Pedagogical Institute, University of Cyprus, Cyprus Educational Association. (in Greek)
15. Koutselini, M. (2012). Textbooks as mechanisms of teachers' socio-political and pedagogical alienation. In H. Hickman, & B. J. Porfilio (Eds.), *The New Politics of the Textbook: A Project of Critical Examination and Resistance*. U.S.A.: Sense Publishers.
16. Koutselini, M. (2010). Participatory teacher development at schools: Processes and issues. In A. Campell, & S. Groundwater (Eds.), *Action Research in Education – Fundamentals of Applied Research*, 2 (pp. 243-263). Sage Publications.
17. Koutselini, M., & Agathangelou, S. (2009). Human rights and teaching: Equity as praxis in mixed ability classrooms. In P. Cunningham (Ed.), *Proceedings of the 11th Conference of the Children's Identity and Citizenship in Europe (CICE) Thematic Network: Human Rights and Citizenship Education* (pp. 237 – 244). London: CiCe Publication.

18. Neophytou, L. and Koutselini, M. (2007). Inclusion of students from families of a deprived socioeconomic background: The innovation zones of educational priorities in Cyprus. In: J. C. de Mora Martinez (2007) (Ed) *New Schooling Through Citizenship Practice: Content and Process*, pp133-148

JOURNAL PUBLICATIONS –selected –

1. Koutselini, M. (2021). Teachers' Misconceptions about Differentiation of Teaching and Learning. *International Journal of Social Policy and Education. Vol. 3, No. 8; August, 2021*
2. Koutselini, M. (2020). Differentiation of Teaching and Learning: Obstacles and misconceptions. *eJournal Dialogues! Theory and praxis of educational sciences. Special Issue, No 6 "Differentiation of teaching: Research and praxis"*, pp12-29. *Aristotelian University of Thessaloniki- Greece*. DOI: <https://doi.org/10.12681/dial.25544>
3. Koutselini, M. (2020). Quality assurance of e-learning within higher education: The philosophical and operational framework. *Academia Journal - Special Issue, No 18, "Higher Education and Lifelong Learning"* pp.132-144 . DOI: <https://doi.org/10.26220/aca.3214>
4. Stavrou Erotokritou, Th. & Koutselini, M. (2016). Differentiation of Teaching and Learning: The Teachers' Perspective. *Universal Journal of Educational Research* 4(11): 2581-2588, 2016 <http://www.hrpub.org>, DOI: 10.13189/ujer.2016.041111
5. Agathangelou, S. A., Charalambous, C. Y., & Koutselini, M. (2016). Reconsidering the contribution of teacher knowledge to student learning: Linear or curvilinear effects? *Teaching and Teacher Education*, 57, 125-138.
6. Erotocritou Stavrou, Th., & Koutselini, M. (2015). The active involvement of teachers in action research for differentiation of the teaching-learning process: understanding the needs of students and weaknesses of the curriculum. *Action Researcher in Education*, 6/ September, 2015, pp. 91-109. (in Greek).
7. Erotocritou Stavrou, Th., & Koutselini, M. (2015). The active involvement of teachers in action research for differentiation of the teaching-learning process: Understanding the needs of students and weaknesses of the curriculum. *Journal of Education & Social Policy*, 2(2), 97-104.
8. Koutselini, M., & Patsalidou, Fr. (2015). Engaging School Teachers and School Principals in an Action Research in- Service development as a means of pedagogical self-awareness. *Educational Action Research*, 23(2), 124-139.
9. Vassiliades, Y., & Koutselini, M. (2014). Development of Students' Reasoning and Critical Thinking Skills through Argument Mapping using Rationale™ Software. *Computers in the Schools*.

10. Koutselini, M., & Valanidou, F. (2014). Children living with violence against their mothers: The side effects on their behaviour, self-image and school performance. *Pedagogy, Culture & Society*, 22(2), 213-231.
11. Koutselini, M., & Valanidou, Fl. (2013). Discourses emerging from the experiences of the women mothers victims of violence. In Gl. Bonder, & B. Gael McSweeney (Eds.), *Gender Perspectives in Case Studies Across Continents* (pp. 29-41). Global Network of UNESCO Chairs on Gender. (access the document here: <http://goo.gl/31btQ>)
12. Koutselini, M., & Valanidou, Fl. (2013). Women mothers victims of violence: Narrations on the effects upon children if exposed. In M. Papastephanou (Ed.), *Proceedings of the 13th International Conference of ISSEI "The Ethical Challenge of Multidisciplinarity: Reconciling the Three Narratives, Art, Science, and Philosophy"* (access here: <http://lekythos.library.ucy.ac.cy/handle/10797/6212>)
13. Κουτσελίνη, Μ., & Βαλανίδου Φλ. (2013). 'Παιδιά που ζούνε με τη βία': Επιδράσεις στη συμπεριφορά και στις απόψεις τους για την αυτοεικόνα και τη σχολική τους επίδοση. Στο Χρ. Θεοφιλίδης, Α. Μιχαηλίδου, Π. Περσιάνης, & Σ. Φωτίου (Επιμ.), *Τιμητικός Τόμος Κωνσταντίνου Παπαναστασίου* (σσ. 319-340). Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο Κύπρου, Πανεπιστήμιο Κύπρου και Εκπαιδευτικός Όμιλος Κύπρου.
14. Koutselini (2008) Citizenship education in context: student teacher perceptions of citizenship in Cyprus, *Intercultural Education*, 163-175, DOI: 10.1080/14675980801889690
15. Koutselini, M. (2011). Action research as an educational process of teachers' and students' development. *Action Research Online Journal*. 1, 4-10. <http://www.actionresearch.gr>.