

## STAVROULA KONTOVOURKI

Associate Professor, Literacy and Language Arts Education

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### RESEARCH INTERESTS

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Literacy and language arts education, literacy studies, embodiment, multimodal and digital literacies, the enactment of literacy curricula, teachers' professionalism, and educational change

### EDUCATION & QUALIFICATIONS

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- 2009** Doctor of Education (Ed. D.) Teachers College, Columbia University  
Concentration: Literacy Education  
Dissertation Title: "Becoming literate in assessment-saturated classrooms: Elementary students' literacy performances at the intersection of literacy curricula and testing"
- 2005** Master of Education (Ed. M.) Teachers College, Columbia University  
Degree in Curriculum and Teaching
- 2001** Bachelor in Education (B.Ed. – Primary Education, with Honors)  
Department of Education, University of Cyprus (GPA: 8.8/10)  
Senior thesis: Cooperative learning in the context of functional literacy
- 1997** High School Diploma – Classical Studies Module (Grade: 19,85/20)

### PROFESSIONAL EXPERIENCE

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- 2022-present *Associate Professor*, School of Social Sciences and Education, Department of Education, University of Cyprus, Nicosia
- 2016-2022 *Assistant Professor*, School of Social Sciences and Education, Department of Education, University of Cyprus, Nicosia
- 2011-2016 *Lecturer*, School of Social Sciences and Education, Department of Education, University of Cyprus, Nicosia

- 2009-2011 *Lecturer*, School of Arts and Education Sciences, Department of Education Sciences, European University-Cyprus, Nicosia
- 2008 *Part-time Instructor*, School of Arts and Education Sciences, Department of Education Sciences, European University-Cyprus, Nicosia
- 2007-2008 *Instructor*, Department of Curriculum and Teaching, Teachers College, Columbia University, New York, USA

## **RECENT RESEARCH PROJECTS AND NETWORK PARTICIPATION**

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- 2022-2024** *Responsible Innovation with Technology and Ethics for Children (RITEC) – Phase II* (Principal Investigator: Dr. Fiona Scott, University of Sheffield; Local Principal Investigator: Stavroula Kontovourki, with Th. Neokleous; Funded by the LEGO Foundation via the University of Sheffield)
- 2023-2024** *Pilot study of the SELFIEforTEACHERS version for Early Childhood Education and Care (ECEC)* (Senior Researcher – Contractor: Research Innovation and Development Lab, Greece; Contracting Authority: European Commission, European Union)
- 2021-2023** *Disciplinary knowledge and teacher professionalism in Greek-Cypriot education: A study of Language Arts and Social Studies curricula as historicized and localized re-constructions* (Principal Investigators: S. Kontovourki & S. Philippou; Funded by University of Cyprus Internal Research Grants 2021)
- 2017-2019** *Storying the teaching profession ‘from below’ and amidst change: a study of four cohorts of elementary teachers’ life histories in the Republic of Cyprus (late 1970s-2010s)* (Principal Investigators: S. Philippou & S. Kontovourki; funded by the A.G. Leventis Foundation)
- 2015-2019** COST Action IS1410 *Digital literacy and multimodal practices in the early years* (DigiLitEY – Funded by Horizon 2020, European Union Funding for Research and Innovation, European Cooperation in Science and Technology [COST] - coordinated by J.A. Marsh, University of Sheffield, UK; Co-Chair of Working Group 2 Digital Literacy in Early Years Settings, Schools, and Informal Learning Spaces).

## **SELECTED PUBLICATIONS**

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### **EDITORIAL WORK**

Kontovourki, S., Johnson, E., & Enriquez, G. (Guest Editors.). (2020). Embodiment and literacies: Teaching, learning, and becoming in a post-world. *English Teaching: Practice and Critique*. Available at <https://www.emerald.com/insight/publication/issn/1175-8708/vol/19/iss/4>.

Enriquez, G., Johnson, E., Kontovourki, S., & Malozzi, C. (Eds.). (2016). *Literacies, Learning, and the Body: Bringing Research and Theory into Pedagogical Practice*. In J. Rowsell & C. Lewis (Series Eds.) *Expanding Literacies in Education* series. New York: Routledge.

### **BOOK CHAPTERS**

Kontovourki, S. & Philippou, S. (2024). Μετατοπίσεις στη Συγκρότηση Ελληνοκύπριων Εκπαιδευτικών Δημοτικής Εκπαίδευσης ως Επαγγελματιών: Διερευνώντας Ιστορίες Ζωής Έξι «Γενεών» (Δεκαετίες 1950-2010) [Shifts in the constitution of Greek-Cypriot primary school teachers as professionals: exploring the life histories of six ‘generations’ (1950s-2010s)]. In Georgiou, K. & Yianguou, A. (Eds.) *Πτυχές της Ιστορίας της Ελληνικής Κυπριακής Εκπαίδευσης, 1800-σήμερα* [Aspects of the History of Greek Cypriot Education, 1800-today] (pp. 275-296). Nicosia: Centre for Scientific Studies/Ministry of Education, Sports & Youth.

Philippou, S., & Kontovourki, S. (2024). Historicizing teacher education curricula in the middle-ground: A study of four cohorts of elementary teachers’ life hi/stories in the Republic of Cyprus (1970s-2010s). In P. P. Tryfonas & S. Jagger (Eds.), *Handbook of Curriculum Theory and Research (Springer International Handbook of Education)* (pp. 565-586), Springer, Cham. [https://doi.org/10.1007/978-3-031-21155-3\\_14](https://doi.org/10.1007/978-3-031-21155-3_14)

Kontovourki, S., & Neokleous, Th. (2023). Digital literacies in early childhood: An analysis of “(in)appropriate” practices for young children in parents’ and teachers’ talk. In H. Höfer-Lück, M. Delere & T. Vogel-Lefèbre (Eds.), *Bildung, Diversität und Medien: Erkundungen entlang aktueller Diskurslinien* (pp. 429-442). Kopaed.

Enriquez, G., Kontovourki, S., & Johnson, E. (2023). Literate identities and/in the body: Tracing embodiments of literacy across grade levels. In C.J. Wagner, K.K. Frankel, & C.M. Leighton (Eds.), *Becoming readers and writers: Literate identities across childhood and adolescence* (pp. 218-232). Routledge. <https://doi.org/10.4324/9781003271406>.

Μαρουλλέτη, Ρ., Φιλίππου, Σ., & Κοντοβούρκη, Σ. (2021). Καθ-οδηγώντας τους/τις Εκπαιδευτικούς: ανάλυση λόγου για διερεύνηση του επαγγελματισμού στις «Οδηγίες Σχολικής Χρονιάς» (2004-2018) στην Κύπρο. In Θάνος, Θ. & Κυρίδης, Α. (Eds.), *Εκπαίδευση και κοινωνία στην Ελλάδα* (pp. 399-420). Gutenberg.

Kontovourki, S., Theodorou E., & Philippou, S. (2021). ‘Sites’ of curriculum making in Cyprus: Tracing the emergence and transformation of expert teacher-subjects. In Priestley, M., Alvunger, D., Philippou, S., & Soini, T. (Eds.) *Curriculum making in Europe: policy and practice within and across (diverse) contexts* (pp. 53-76). Emerald Publishing.

Johnson, E., Enriquez, G., & Kontovourki, S. (2021). Child and youth embodiments of critical literacies. In Pandya, J.Z., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.), *The critical literacies handbook* (pp. 71-81). Routledge.

Kontovourki, S., & Philippou, S. (2021). Storying the teaching profession ‘from below’ and amidst change: A study of four cohorts of elementary teachers’ life histories in the Republic of Cyprus. In University of Cyprus Research Committee (Ed.), *The A.G. Leventis Research Projects 2000-2020*:

*20 Years of Research at the University of Cyprus* (pp. 193-212). Nicosia, Cyprus: University of Cyprus.

Kontovourki, S., & Tafa, E. (2020). Pedagogical approaches to digital literacy practices in the early years. In O. Erstad, R. Flewitt, B. Kümmerling-Meibauer, & I.S. Pires Pereira (Eds.), *The Routledge Handbook of Digital Literacies in Early Childhood* (pp. 187-199). London, UK: Routledge.

Kontovourki, S., & Theodorou, E. (2019). Performative politics and the interview: Unravelling immigrant children's narrations and identity performances. In S. Spyrou, R. Rosen, & D. Cook (Eds.), *Reimagining Childhood Studies* (pp. 153-166). London, UK: Bloomsbury Publishing.

Kontovourki, S. & Philippou, S. (2018). Μεταφορές στον Λόγο Εκπαιδευτικών ως Μέσο Διερεύνησης του Εκπαιδευτικού Επαγγελματισμού και της Αλλαγής Αναλυτικών Προγραμμάτων στην Κύπρο: Η Περίπτωση του Γλωσσικού Μαθήματος [Metaphors in Teachers' Discourse as a Means to Explore Teacher Professionalism and Curriculum Change in Cyprus: the case of Language Arts]. In S. Photiou (Ed.), *Παιδαγωγός, Αφιερωματικός Τόμος στην Καθηγήτρια Μαίρη Ιωαννίδου-Κουτσελίνη* [Pedagogist, Honorary Volume for Professor Mary Ioannidou-Koutselini] (pp. 184-205). Nicosia: Department of Education, University of Cyprus.

Philippou, S., Kontovourki, S., & Theodorou E. (2016). Professional development for 'professional pedagogues': Contradictions and tensions in re-professionalizing teachers in Cyprus. In J. Rahatzad, H. Dockrill, S. Sharma, & J. Phillion (Eds.), *Internationalizing teaching and teacher education for equity: Engaging alternative knowledges across ideological borders* (pp. 159-179). Charlotte, NC: Information Age.

Kontovourki, S. (2016). Assessment as a technology of power: shaping of literacy and literate identities in a public elementary classroom. In D. Tsagari (Ed.), *Classroom-based Assessment in L2 Contexts* (pp. 75-94). Newcastle upon Tyne: Cambridge Scholars Press.

Johnson, E., & Kontovourki, S. (2016). Introduction: Assembling Research on Literacies and the Body. In G. Enriquez, E. Johnson, S. Kontovourki, & C. Malozzi (Eds.), *Literacies, learning, and the body: Bringing research and theory into pedagogical practice* (pp. 3-19). New York: Routledge.

Kontovourki, S., Theodorou, E., & Philippou, S. (2015). Governing teachers: Professional development and curriculum reform in the Republic of Cyprus. In H-G. Kotthoff & E. Klerides (Eds.) *Governing educational spaces: knowledge, teaching, and learning in transition* (pp. 107-126). Rotterdam: Sense Publishers.

Theodorou, E., Kontovourki, S., & Philippou, S. (2015). Η σταδιακή εφαρμογή των «Νέων Αναλυτικών Προγραμμάτων» στην Κύπρο (2011-2012): Αναδεικνύοντας την πολυπλοκότητα μέσα από τον λόγο εκπαιδευτικών [The gradual implementation of the “New Curricula” in Cyprus (2011-2012): Foregrounding the complexity through teachers' discourse]. In C. Yialoukas, M. Koutselini, K. Olympiou, A. Papoulas & P. Persianis (Eds.), *Τιμητικός τόμος Χρήστου Θεοφιλίδη* [Honorary Volume for Christos Theophilides] (pp. 185-202). Nicosia, Cyprus: Ministry of

Education and Culture, Cyprus Pedagogical Institute, University of Cyprus, Cyprus Educational Association, University of Nicosia.

Kontovourki, S., Philippou, S., & Theodorou, E. (2013). Η (επανα)τοποθέτηση των εκπαιδευτικών κατά την εισαγωγή των νέων αναλυτικών προγραμμάτων στην Κύπρο [Teachers' (re)positioning during the introduction of the new curricula in Cyprus]. In Ch. Theofilides, A. Michaelidou, P. Persianis & S. Photiou (Eds.), *Τιμητικός τόμος Κωνσταντίνου Παπαναστασίου* [Honorary Volume for Konstantinos Papanastasiou] (pp. 291-317). Nicosia, Cyprus: Ministry of Education and Culture, Cyprus Pedagogical Institute, University of Cyprus, Cyprus Educational Association.

### **ARTICLES IN REFEREED JOURNALS**

Kontovourki, S. (2022). Vibrancy and stillness in talking school discourse: Examining embodied talk in a primary classroom. *Literacy*, 56(3), 234-243, <https://doi.org/10.1111/lit.12296>.

Kontovourki, S., & Siegel, M. (2022). B is for bunny: Contested sign-making and the possibilities for performing school literacy differently. *Reading Research Quarterly*, 57(1), 111-129, <https://doi.org/10.1002/rrq.376>.

Kontovourki, S., Johnson, E., & Enriquez, G. (2020). Guest editorial: Embodiment and literacies: Teaching, learning, and becoming in a post- world. *English Teaching: Practice & Critique*, 19(4), 381-388. <https://doi.org/10.1108/ETPC-11-2020-191>

Kontovourki, S., Philippou, S. & Theodorou, E. (2018). Curriculum making as professionalism-in-context: the cases of two elementary school teachers amidst curriculum change in Cyprus. *The Curriculum Journal*, 29(2), 257-276. <https://doi.org/10.1080/09585176.2018.1447308>

Theodorou, E., Philippou, S., & Kontovourki, S. (2017). Caught between worlds of expertise: Primary teachers amidst official curriculum development processes in Cyprus. *Curriculum Inquiry*, 47(2), 1-24. DOI: [10.1080/03626784.2017.1283591](https://doi.org/10.1080/03626784.2017.1283591)

Kontovourki, S. (2014). Reading (through) bodies: Students' embodied performances of poetry and testing. *Pedagogies: An International Journal*, 9(2), 133-154. <https://doi.org/10.1080/1554480X.2014.899545>

Kontovourki, S. (2014). Backstage performances: A third grader's embodiments of pop culture and literacy in a public school classroom. *Literacy*, 48(1), 4-13. <https://doi.org/10.1111/lit.12026>

Philippou, S., Kontovourki, S. & Theodorou, E. (2014). Can autonomy be imposed? Examining teacher (re)positioning during the ongoing curriculum change in Cyprus. *Journal of Curriculum Studies*, 46(5), 611-633. <http://dx.doi.org/10.1080/00220272.2013.856033>

Kontovourki, S., & Ioannidou, E. (2013). *Κριτικός γραμματισμός στο κυπριακό σχολείο: Απόψεις, πρακτικές και στάσεις εκπαιδευτικών* [Critical literacy in the Greek Cypriot school: Teachers' perceptions, practices, and attitudes]. *Προσχολική και Σχολική Εκπαίδευση* [Preschool and Primary Education], 1(1), 82-107. Available at <http://childdeduction-journal.org/index.php/education/article/view/50/9>.

Kontovourki, S. (2012). Reading leveled books in assessment-saturated classrooms: A close examination of unmarked processes of assessment. *Reading Research Quarterly*, 47(2), 153-171. <https://doi.org/10.1002/RRQ.014>

Kontovourki, S., & Campis, C. (2010). Meaningful practice: Test preparation in a third grade public school classroom. *The Reading Teacher*, 64(4), 236-245. <https://doi.org/10.1598/RT.64.4.2>

Kontovourki, S., & Siegel, M. (2009). Discipline and play with/in a mandated literacy curriculum. *Language Arts*, 87(1), 30-38.

Siegel, M., Kontovourki, S., Schmier, S., & Enriquez, G. (2008). Literacy in motion: A case study of a shape-shifting kindergartener. *Language Arts*, 86(2), 89-98.

Kontovourki, S., & Koutselini, M. (2004). Η συνεργατική μάθηση στα πλαίσια της επικοινωνιακής προσέγγισης [Cooperative learning in the context of functional literacy]. *Παιδαγωγική Επιθεώρηση* [Educational Review], 38, 91-109.

### **CONFERENCE PROCEEDINGS**

Kontovourki, S., Bratitsis, T., Economou, A., & Kapsalis, G. (forthcoming, 2024). SELFIEforTEACHERS for early childhood education and care professionals. In the Proceedings of the 17th annual International Conference of Education, Research and Innovation, *ICERI2024 Proceedings*, doi: doi.org/10.21125/iceri.2024 (Electronic Conference Proceedings, ISBN: 978-84-09-63010-3).

Kontovourki, S. (2023). Διδάσκοντας πέρα από τη γλώσσα: Η υλικότητα του γλωσσικού μαθήματος ως βασική διαμορφώτρια του γνωστικού αντικειμένου [Teaching beyond language: The materiality of literacy teaching as key shaper of the subject area]. In S. Sofokleous & I. Hadjilouca-Mavri (Eds.), *Πρακτικά Συνεδρίου «Η Διδασκαλία της Γλώσσας στο Σύγχρονο Σχολείο»*, (pp. 84-103). Nicosia: Cyprus Pedagogical Institute. Available at: [https://bit.ly/didaskalia\\_ellinikis\\_glossas](https://bit.ly/didaskalia_ellinikis_glossas).

Theodorou, E., Philippou, S., & Kontovourki, S. (2017). Εκπαιδευτικοί επαγγελματισμοί, λόγοι και αναλυτικό πρόγραμμα: Ερμηνείες και συνεπαγωγές για εκπαιδευτική αλλαγή [Teacher professionalisms, discourses and curriculum: interpretations and implications for educational change]. In *Πολιτικές και θεσμοί του Υπουργείου Παιδείας και Πολιτισμού τα τελευταία 50 χρόνια (Πρακτικά Επιστημονικού Συνεδρίου)* [Policies and institutions of the Ministry of Education and Culture in the last 50 years] (pp. 182-196). Nicosia: Ministry of Education and Culture.

Kontovourki, S., & Royiadji, E. (2014). Εν/σωματωμένες εννοιολογήσεις γραμματισμού: Αφουγκράσεις του λόγου εκπαιδευτικών σε κρίσιμα σημεία αλλαγής στο γλωσσικό μάθημα. [Embodied conceptualizations of literacy: Listening to teachers' discourse at crucial points of literacy curriculum reform]. In L. Kyriakides, N. Tsaggaridou, S. Simeonidou, K. Mavrou, Ch. Charalambous, & L. Symeou (Eds.), *In front of educational challenges: From position and opposition to synthesis: Proceedings of the 13<sup>th</sup> Pancyprian Conference of the Cyprus Pedagogical Association* (pp. 457-466). Cyprus Pedagogical Association: Nicosia, Cyprus. Available at <https://drive.google.com/file/d/0By3MHWf-3yJpb1FwaUMwaGIZMk0/view>.

## **D. TEACHING AND SUPERVISION**

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**PROGRAM COORDINATION:** Masters’ and Doctoral Programs “Language, Literacy, and Education”, Department of Education, University of Cyprus (with E. Ioannidou)

### **TERTIARY EDUCATION**

#### ***Undergraduate Level Courses***

- ΕΠΑ 222 Teaching of Greek Language (2011 and on)  
ΕΠΑ 423 Introduction to First Language Acquisition (2011-2012)  
ΕΠΑ 424 Multiliteracies and Multimodality (2020 and on)  
ΕΠΑ 426 Children’s Literature and Teaching Approaches (2012-2018)

ΠΡΥ 054/079 Teaching of Greek Language

#### ***Graduate Level Courses***

- ΕΠΑ 521 First Language Development (2011-2020)  
ΕΠΑ 524 Theories of Text and Multiliteracies (2012-2021)  
ΕΠΑ 522 Contemporary Approaches to Language Arts and Literacy Education (2021 and on)  
ΕΠΑ 520 Discourse Analysis (2021 and on)

### **SUPERVISION OF STUDENT THESES AND DISSERTATIONS**

#### ***PhD Dissertations***

In progress: 5

Completed:

2020 *Γραμματισμοί των μαθηματικών μέσω διερευνητικής μάθησης: Έρευνα δράσης στη Στ’ τάξη δημοτικού σχολείου της Κύπρου* [Literacies in Mathematics through Inquiry-based Learning: Action Research in 6<sup>th</sup> Grade Primary in Cyprus] – S. Sofokleous

2020 *Ψηφιακές πρακτικές γραμματισμού και γλωσσικό μάθημα στο δημοτικό σχολείο: Μελέτη περίπτωσης εκπαιδευτικού εντός και εκτός σχολικού χώρου* [Digital literacy practices and literacy teaching in elementary education: A case study of a teacher in and out of school context] – E. Poyiadji

#### ***Masters’ Theses***

Ongoing: 1

Completed (Recent):

2024 *Εμπειρίες και απόψεις μαθητών/τριων πρωτοβάθμιας εκπαίδευσης για το γλωσσικό μάθημα* [Primary students’ experiences and views on language arts teaching] – M. Paridou (Masters’ Thesis)

2023 *Οικογενειακές πρακτικές γραμματισμού παιδιών στην Κύπρο* [Family literacy practices of children in Cyprus] – A. Tsoukka (Masters’ Thesis)

- 2022 Μουσείο: Χώρος γραμματισμού και νοηματοδότησης του κόσμου [Museum: A space of literacy and sense-making] – A. Charalambous (Masters’ Thesis)
- 2019 Πολυτροπικότητα στο γλωσσικό μάθημα: Εθνογραφική έρευνα σε τάξη δημοτικού σχολείου [Multimodality in the language arts: Ethnographic research in an elementary classroom] – A. Fikardou (Masters’ Thesis)
- 2017 Μελετώντας το fanfiction ως γραμματισμό της ψηφιακής εποχής: Χώροι, ταυτότητες, κείμενα [Studying fanfiction as literacy in the digital era: Spaces, identities, texts] – M. Georgiou (Masters’ Thesis)
- 2017 Γλωσσικό μάθημα και ταυτότητα Κύπριων εκπαιδευτικών: Μια διερεύνηση στη βάση βιογραφικής έρευνας και ανάλυσης κειμένων πολιτικής [Language arts teaching and Cypriot teachers’ identity: An exploration on the basis of biographical research and policy text analysis] – R. Maroulleti (Masters’ Thesis)
- 2017 Η δυναμική διασύνδεση παραγωγής και κατανόησης λόγου: Μια έρευνα δράσης σε μια Α’ τάξη δημοτικού σχολείου [The dynamic interconnection of writing and reading text: An action research project in a first elementary classroom] – M. Michael (Masters’ Thesis)
- 2017 Κριτικές αναγνώσεις φύλου: Διαπραγμάτευση έμφυλων υποκειμενικοτήτων παιδιών στο πλαίσιο λογοτεχνικών κύκλων [Critical readings of gender: The negotiation of gendered child subjectivities in the context of literature circles] – C. Skouri (Masters’ Thesis)

## **E. PROFESSIONAL SERVICE**

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### **MEMBERSHIP IN EDITORIAL BOARDS**

- 2023-present Book Review Co-editor for journal *Journal of Early Childhood Literacy*
- 2022-present Member of the Editorial Review Board for journal *Journal of Adolescent and Adult Literacy*
- 2020-present Member of the Editorial Review Board for journal *Reading Research Quarterly* (issue 56 and on)

### **ADMINISTRATIVE WORK TO PROFESSIONAL ORGANIZATIONS**

- 2024-present Secretary of the Executive Board of the International Association for L1 Education (ARLE)
- 2022-2024 Member of Advisory Board of the International Association for L1 Education (ARLE)

## **CONSULTING AND PROFESSIONAL DEVELOPMENT**

### **DEVELOPMENT OF OFFICIAL CURRICULA**

- 2024 Member of the Committee for the revision of Literacy (Language Learning) in Early Childhood Curriculum, Ministry of Education, Sports, and Youth
- 2024 Scientific collaborator for the revision of Literacy (Greek Language Arts) in Primary Education Curricula, Ministry of Education, Sports, and Youth
- 2015-2018 Member of the Committee for Literacy (Greek Language Arts) in Primary Education Curriculum Development, Ministry of Education and Culture
- 2015-2016 Member of the Committee for Literacy (Greek Language Arts) in Secondary Education Curriculum Development, Ministry of Education and Culture
- 2015-2016 Member of the Committee for Literacy (Language Arts) in Early Childhood Curriculum Development, Ministry of Education and Culture

### **CONSULTING (Recent collaborations)**

- 2022 Expert for the adaptation of the "SELFIEforTEACHERS" tool to Early Childhood Education and Care (ECEC) professionals (Contracted), Joint Research Centre, European Commission.
- 2019-2021 Member of the Advisory Committee for CYberSafety and the Cyprus National Cybersecurity Strategy, Pedagogical Institute of Cyprus/Ministry of Education, Culture, Sport, and Youth.
- 2015-2018 Scientific collaborator of the Working Group for Language Arts Education in the Primary Grades, Ministry of Education and Culture.
- 2012-2018, 2021-2023 University of Cyprus Representative in the Internal Committee for Language Arts Education, Ministry of Education and Culture.