

CURRICULUM VITAE

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Personal Information

Date of Birth:	17. 11. 1972
Birth place:	Heraklion, Crete
Family Status:	Married (2 children)

Education

1996 - 2000:	<i>Ph.D.</i> in “Sciences of Education”, University of Crete, School of Educational Sciences, 1996-2000, (Excellent).
1994 - 1996:	<i>Master’s Degree</i> with specialty in “Psychology and Education of the Developing Child”, University of Crete, Department of Preschool Education, 1994-1996, (9,47 out of 10).
1990 - 1994:	<i>Bachelor of Education Degree:</i> University of Crete, Department of Preschool Education (8,77 out of 10).

Foreign Languages:

Very good knowledge of English

(First Certificate in English from University of Cambridge, 1989, June).

Professional work experience:

8/2018 – today	Professor of Educational Psychology & Early Childhood in Department of Preschool Education, University of Crete
9/2024-8/2028	Internal Member of the University Council at University of Crete
2020-2025	Director of the Programme for the Pedagogical and Teaching Competency at Hellenic Open University, School of Social Sciences.
11/2015-8/2019	Chair of the Department of Preschool Education at University of Crete
9/2013-10/2015	Deputy Chair of the Department of Preschool Education at University of Crete
9/2013 – 8/2018	Associate Professor in the Department of Preschool Education, University of Crete
12/5/2009	Assistant Professor with permanent position in the Department of Preschool Education, University of Crete

1/2007-6/2007	Visiting Assistant Professor in the Department of Education, University of Cyprus
28/9/2005	Assistant Professor with tenure in the Department of Preschool Education, University of Crete
6/2/2001	Lecturer in the Department of Preschool Education, University of Crete
3/2000 – 1/2001	Adjunct Lecturer in the Department of Preschool Education, University of Crete, 2000
2/1997 - 6/1999	Tutor in the Private Institute of Occupational Constitution «IEK Mohianakis», 1997-1999
1996-1997	Tutor in the Center of Liberal Studies CLS KEPANSI, 1996-1997

Publications

A) Books

Monographs

1. **Manolitsis, G.** (2013). *Assessment of preschool children's behaviour: Screening behavioural problems in Kindergarten classroom*. Athens: Pedio [in Greek].
2. **Manolitsis, G.** (2000). *Measurement and evaluation of 5-6 years old children's metalinguistic abilities*. Athens: Grigoris. [in Greek].

Edited Books

3. Tsesmenli, S. & **Manolitsis G.** (Eds). (2023). *Morphological processes in literacy for the Greek language*. Epikentro. [in Greek].
4. Malafantis, K. D., Andreadakis, N., Karagiorgos, D., **Manolitsis, G.**, & Oikonomidis, V. (Eds). (2012). *7th Panhellenic Congress "Greek Pedagogical and Educational Research"* (vol. A and B). Athens: Diadrasi. [in Greek].
5. Kornilaki, E., Kypriotaki, M., & **Manolitsis G.** (Eds). (2010). *Early Intervention: A multidisciplinary approach*. Athens: Pedio. [in Greek].
6. Tafa, E., & **Manolitsis, G.** (Eds). (2009). *Emergent Literacy: Research and Applications*. Athens: Pedio. [in Greek].

Technical Reports

1. Garbe, C., Koutsogiannis, D., Lafontaine, D., **Manolitsis, G.**, Shiel, G., Tafa, E., ... Wagner, C. (2016). Literacy in Greece: Country report - Children and Adolescents. Koln, Germany. Retrieved from European Literacy Network
2. Tafa, E., **Manolitsis, G.**, Koutsogiannis, D., Antonopoulou, S., Chlapana, E., Papoulia-Tzelepi, P., & Pavlidou, M. (2016). Literacy in Greece country report short version. Koln, Germany. Retrieved from European Literacy Network
3. Balbinot, V., Heracleous, M., **Manolitsis, G.**, Papasolomontos, C., Pertidou, A., Pitzoli, M., ... Valiandes, S. (2016). Literacy in Cyprus. Country report - Short version. Koln, Germany. Retrieved from European Literacy Network.
4. Vatou, A., Tsitiridou-Evangeliou, M., **Manolitsis, G.**, Piedade, F., Michael, D., Chirleşan, G. ...Grammatikopoulos, V. (2023). *ProW, Implementation of the Field Trials across four countries*. EU Report. https://prowproject.eu/wp-content/uploads/2024/04/D3.1_Implementation-of-field-trials_Report_final.pdf

5. Vatou, A., Tsitiridou-Evangelou, M., **Manolitsis, G.**, Oikonomides, V., Kypriotaki, M., Mouzaki, A., Michael, D., Vrasidas, C., Grammatikopoulos, V. (2024). *ProW, Report on Findings*. EU Report. https://prowproject.eu/wp-content/uploads/2024/04/D3.2-Report-on-Findings_final1.pdf

B) Articles

Book chapters

1. **Manolitsis, G.**, Georgiou, G., Grigorakis, I. (2025). Home Literacy Environment: The Link Between Parents' Attitudes Towards Literacy, Parents' Expectations and Children's Literacy Skills in Greek. In G. Georgiou & T. Inoue (Eds.), *Home Literacy Environment and Literacy Acquisition: Evidence from Different Languages and Contexts*. (pp. 141-155). Springer. https://doi.org/10.1007/978-3-031-87124-5_9
2. **Manolitsis G.** (2017). How effective is the morphological awareness instruction on early literacy skills? In C. McLachlan & A. Arrow (Eds.), *Literacy in the Early Years - Reflections on International Research and Practice* (pp. 151-174). Singapore: Springer.
3. Grigorakis, I. & **Manolitsis, G.** (2017). Early morphological awareness and learning to read morphologically complicated words in Greek: A longitudinal study. In E. D'Angelo Menendez & L. B. Sastre (Eds.), *Book of Proceedings of 20th European Conference on Literacy* (pp. 892-908). Madrid. Retrieved from <https://www.ucm.es/ecole/noticias/17404>
4. **Manolitsis G.**, & Oikonomidis, V. (2015). Readiness and practices of Kindergarten teachers in Crete with respect to evaluation in preschool education. In K.G. Karras, P. Calogiannakis, C. C. Wolhuter, & D. Kontogianni (Eds.), *Education and teacher education in the modern world. Problems and challenges* (pp. 335-351). Newcastle, U.K.: Cambridge Scholars Publishing.
5. Georgiou, G. K., **Manolitsis, G.**, & Tziraki, N. (2015). Is intelligence relevant in reading “μύνα” and in calculating “3 + 5”? In T. C. Papadopoulos, R. Parrila, & J. R. Kirby (Eds.), *Cognition, intelligence, and achievement* (pp. 225-243). New York: Elsevier.
6. **Manolitsis, G.** (2013). Early home literacy experiences and emergent literacy: A multidimensional relationship. In J. Spantidakis & E. Michailidi (Eds.), *Contemporary trends in learning and teaching Greek as a first and as a second language* (pp. 189-210). Athens: Pedio. [in Greek]
7. Kyriakou, A., & **Manolitsis, G.** (2012). Effects of the intervention program “Pinakoti I” on phonological awareness and early literacy skills development. In K.D., Malafantis, N. Andreadakis, D. Karagiorgos, G. Manolitsis, & V. Oikonomidis (Eds.), *7th Panhellenic Congress “Greek Pedagogical and Educational Research”* (pp. 1131-1141). Athens: Diadrasi. [in Greek]
8. Trouli, K., Linardakis, M., & **Manolitsis G.** (2012). Psychometric characteristics of a Scale of Preschool Graphomotor Skills (SPGS). In Y. A. Arnas (Ed.), *Book of Abstracts of 3rd International Congress on Early Childhood Education* (pp. 223-224). Adana: Turkey.
9. **Manolitsis, G.** (2011). Teaching research methods in education to in-service and pre-service teachers of early childhood education. In V. Oikonomidis (Ed.), *Training in-service and pre-service teachers* (pp. 424-436). Athens: Pedio. [in Greek]
10. **Manolitsis, G.**, & Kypriotaki, M. (2011). Story-reading as a vehicle for modifying rejection beliefs and attitudes of typically-developing preschoolers towards children with special educational needs. In E. Kourkoutas & F. Erkman (Eds.), *Interpersonal Acceptance and*

Rejection: Social, Emotional, and Educational Contexts (pp. 129-141). Boca Raton, FL: Brown Walker Press.

11. Kypriotaki, M., Fragogianni, M., & **Manolitsis, G.** (2010). Parents and children with and without special educational needs: attitudes, interpersonal relationships and joint activities. In E. Kornilkaki, M. Kypriotaki, & G. Manolitsis (Eds.), *Early Intervention: A multidisciplinary approach* (pp. 147-174). Athens: Pedio. [in Greek].
12. **Manolitsis, G.**, & Tafa, E. (2009). Clay's concept about print test: examination of test's psychometric characteristics in Greek-Cypriot first graders. In E. Tafa, & G. Manolitsis (Eds.), *Emergent Literacy: Research and Applications* (pp. 405-421). Athens: Pedio. [in Greek].
13. **Manolitsis, G.**, Georgiou, G., & Parrila, R. (2007). Non-cognitive factors' effect on cognitive emergent literacy skills. In D. Xatzidimou, K. Bikos, P. Stravakou, & K. Xatzidimou (Eds.), *Proceedings of the 5th Congress in Greek Pedagogy and Educational Research* (pp.87-96). Thessaloniki: Afon Kyriakidi. [in Greek].
14. **Manolitsis, G.** (2006b). The relation of morphological awareness with early reading ability. In D. Koutsogianis, A. Haralabopoulos, & N. Liosis (Eds.), *Studies in Greek Linguistics. Proceedings of the 26th annual meeting of the Department of Linguistics. Faculty of Philosophy. Aristotle University of Thessaloniki* (pp. 282-293). Thessaloniki. [in Greek].
15. **Manolitsis, G.** (2004a). Letter knowledge and phonological awareness: A correlational study in Kindergarten children. In P. Papoulia & E. Tafa (Eds.), *Language and Literacy in the New Millennium* (pp. 53-67). Athens: Ellinika Grammata. [in Greek]
16. **Manolitsis G.** (2004c). Preschoolers' noncompliance behavior and impact in their relationships with peers. In Department of Preschool Education (Ed.), *Moral and Religious Development and Education* (pp. 94-108). Rethymno: University of Crete. [in Greek]
17. **Manolitsis, G.** (2004d). Metalinguistic abilities and reading development: A longitudinally changing relationship. In N. Makris & D. Desli (Eds.), *Cognitive Psychology Today: Bridges in the study of thought* (pp. 346-349). Athens: Typothito. [in Greek].
18. Tafa, E., & **Manolitsis, G.** (2004). The association between phonological awareness and letter knowledge in kindergarten children: A longitudinal study. In N. Makris, & D. Desli (Eds.), *Cognitive Psychology Today: Bridges in the study of thought* (pp. 350-352). Athens: Typothito. [in Greek].
19. **Manolitsis, G.** (2003a). Predicting high reading ability from Kindergarten: The role of metalinguistic skills. In F.J. Mönks & H. Wagner (Eds.), *Development of Human Potential: Investment into our future. Proceedings of the 8th Conference of European Council for High Ability (ECHA)* (pp. 34-37). Bohn: K.H. Bock.
20. **Manolitsis, G.** (2003b). The role of short-term memory in phonological awareness' development. In Department of Preschool Education (Ed.), *Language and Mathematics in Preschool Age. Proceedings of Scientific Congress* (pp. 180-190). Rethymno: University of Crete. [in Greek]
21. **Manolitsis G.** (2002). The early identification of children with developmental disabilities by Kindergarten teachers. In Department of Preschool Education (Ed.), *Psychopedagogy of early childhood* (pp 504-513). Rethymno: University of Crete. [in Greek]
22. **Manolitsis, G.** (2001b). The relation of preschool children's phonological and syntactic awareness with their parents' socio-economic status. In M. Vamvoukas, & A. Hatzidaki (Eds.), *Learning and teaching of Greek as first and second language. Conference Proceedings: Rethymno – University of Crete* (pp. 570-581). Athens: Atrapos. [in Greek]

23. **Manolitsis G.** (2001c). The development of metaphonological abilities in preschool children. In A. Kodogianni, & E. Doliopoulou (Eds.), *Postgraduate: Development and perspectives in early childhood education* (pp. 85-97). Athens: Ellinika Grammata [in Greek].
24. Kourti, E., Klironomou, & **Manolitsis, G.** (1997). Preschool children's slips of the tongue. In S. Efstathiadis, & A. Tsangalides (Eds.), *Proceedings of the 11th International Symposium on Theoretical & Applied Linguistics* (pp. 297-307). Thessaloniki: University Studio Press. [in Greek]

Papers (in Refereed Journals)

25. Trouli, K., Linardakis, M., & **Manolitsis, G.** (2026). Development and standardization of the Greek Scale of Preschool Graphomotor Skills (Greek-SPGS 4–6). *Early Years*, 1–17. <https://doi.org/10.1080/09575146.2026.2671071>
26. Kargiotidis, A., & **Manolitsis, G.** (2026). Understanding the Role of Reading and Oral Language Skills Growth in Overcoming Reading Comprehension Difficulties. *Behavioral Sciences*, 16(1), 90. <https://doi.org/10.3390/bs16010090>
27. Kargiotidis, A. Tafa, E., Mouzaki, A., & **Manolitsis, G.** (2026). Predicting reading comprehension difficulties in the context of an extended simple view of reading model. *Reading & Writing*, 39, 1829–1848. <https://doi.org/10.1007/s11145-025-10677-1>
28. Vatou, A., Michael, D., **Manolitsis, G.**, Mouzaki, A., Evangelou-Tsitiridou, M., Kypriotaki, M., Oikonomidis, V., Vrasidas, C., Charalambous, V., & Grammatikopoulos, V. (2025). Examining the effects of an intervention program on early childhood teachers' sense of wellbeing and burnout. *Early Years*. <https://doi.org/10.1080/09575146.2025.2552412>
29. Nikoloudaki, E., **Manolitsis, G.** & Grammatikopoulos, V. (2026). Family engagement approaches to enhance kindergartener's early literacy skills through storybook reading: Parents as partners in preschool education. *International Journal of Early Childhood*, 58, 25-45. <https://doi.org/10.1007/s13158-025-00439-z>
30. Lemos, A., Piedade, F., Ferreira, T., Guedes, C., Alves, D., Grande, C., Leal, T., Cadima, J., Vatou, A., Evangelou, M., **Manolitsis, G.**, Mouzaki, A., Kypriotaki, M., Oikonomidis, V., Grammatikopoulos, V., Michael, D., Charalambous, V., Vrasidas, C., Agathokleous, A., ... Delia, D. (2025). Psychometric Properties of Maslach Burnout Inventory - Educators Survey (MBI-ES): A Study with Early Childhood Education Professionals from Greece, Cyprus, Portugal, and Romania. *European Journal of Psychological Assessment*. <https://doi.org/10.1027/1015-5759/a000899>
31. Kypriotaki, M., Charitaki, G., Marinakis, G., Kalesiou, M., & **Manolitsis, G.** (2025). The impact of marital satisfaction, children's disability, and family characteristics on father involvement. *Hellenic Journal of Psychology*, 22, 245–265. <https://doi.org/https://doi.org/10.26262/hjp.v22i2.10277>
32. Grigorakis, I., **Manolitsis, G.**, Inoue, T., Georgiou, G.K. (2025). Examining the role of Home Literacy Environment in the growth of morphological awareness from kindergarten to Grade 2. *Journal of Research in Reading*, 48, 201-219. <https://doi.org/10.1111/1467-9817.70006>
33. Michael, D., Vatou, A., Charalambous, V., Pezirkianidis, C., Vrasidas, C., Evangelou-Tsitiridou, M., **Manolitsis, G.**, Mouzaki, A., Kypriotaki, M., Oikonomidis, V., Piedade, F., Lemos, A., Alves, D., Grande, C., Cadima, J., Chirlesan, G., Ciucurel, M.-M., Delia, D., & Grammatikopoulos, V. (2025). Exploring the Factor Structure and Measurement Invariance of the Teacher Subjective Wellbeing Questionnaire Across Four European Countries. *Journal of Psychoeducational Assessment*, 43(4), 417-736. <https://doi.org/10.1177/07342829251319124>

34. Vatou, A., Gregoriadis, A., Evagelou-Tsitiridou, M., **Manolitsis, G.**, Mouzaki, A., Kypriotaki, M., Oikonomidis, V., Lemos, A., Piedade, F., Alves, D., Cadima, J., Michael, D., Charalambous, V., Agathokleous, A., Vrasidas, C., & Grammatikopoulos, V. (2024). Cross-cultural validation of teachers social self-efficacy scale: insights from Cyprus, Greece, and Portugal. *Education Science* 14, Article 840. <https://doi.org/10.3390/educsci14080840>
35. Georgiou, G.K., Inoue, T., de Jong, P.F., **Manolitsis, G.**, & Parrila, R. (2024). Cross-lagged relations between word reading accuracy and fluency: evidence from languages varying in orthographic consistency. *Reading & Writing* 38, 3009-3020. <https://doi.org/10.1007/s11145-024-10624-6>
36. Kargiotidis, A., & **Manolitsis, G.** (2024). Are children with early literacy difficulties at risk for anxiety disorders in late childhood? *Annals of Dyslexia*, 74, 82-96. <https://doi.org/10.1007/s11881-023-00291-7>
37. Kargiotidis, A. Mouzaki, A., Kagiampaki, E., Marinakis, G. Vervelaki, A. - M., Boufachrentin, N., & **Manolitsis, G.** (2023). Modeling the Effects of Oral Language Skills on Early Reading Development in an Orthographically Consistent Language, *Scientific Studies of Reading*, 27(3), 272-288. <https://doi.org/10.1080/10888438.2022.2156347>
38. Grigorakis, I., Kargiotidis, A., Mouzaki, A., & **Manolitsis, G.** (2022) Early oral language precursors of different types of reading difficulties in a consistent orthography. *Frontiers in Education* 7:959374. <https://doi.org/10.3389/educ.2022.959374>
39. Vretudaki, E., Tafa, E., & **Manolitsis, G.** (2022). Retelling as a means of story structure and story content understanding. *International Journal of Early Years Education*, 1-15. <https://doi.org/10.1080/09669760.2022.2025583>
40. Kargiotidis, A., Grigorakis, I., Mouzaki, A., & **Manolitsis, G.** (2021). Differences in oral language growth between children with and without literacy difficulties: Evidence from early phases of learning to read and spell in Greek. *Australian Journal of Learning Difficulties*, 26(2), 89-112. <https://doi.org/10.1080/19404158.2021.1961160>
41. Vatou, A, Krousorati, K, Oikonomides, V, Manolitsis, G, Kypriotaki, M, Evangelou-Tsitiridou, M., & Grammatikopoulos, V. (2021). Current Needs of Preschool Teachers for Professional Development in Greece: A Focus Group Study. *Saber & Educar*, 30. <http://dx.doi.org/10.17346/se.vol30.435>
42. Grigorakis, I., & **Manolitsis, G.** (2021). Longitudinal effects of different aspects of morphological awareness skills on early spelling development. *Reading and Writing*, 34, 945-979. doi: 10.1007/s11145-020-10098-2
43. Inoue, T., **Manolitsis, G.**, de Jong, P. F. de, Landerl, K., Parrila, R., & Georgiou, G. K. (2020). Home literacy environment and early literacy development across languages varying in orthographic consistency. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.01923>
44. Georgiou, G. K., Torppa, M., Landerl, K., Desrochers, A., **Manolitsis, G.**, de Jong, P. F., & Parrila, R. (2020). Reading and spelling development across languages varying in orthographic consistency: do their paths cross? *Child Development*, 91(2), e266-e279. <https://doi.org/10.1111/cdev.13218>
45. **Manolitsis G.**, Georgiou, G. K., Inoue, T., Parilla, R. (2019). Are morphological awareness and literacy skills reciprocally related? Evidence from a cross-linguistic study. *Journal of Educational Psychology*, 111(8) 1362-1381. <http://dx.doi.org/10.1037/edu0000354>

46. Landerl, K., Freudenthaler, H. H., Heene, M., De Jong, P. F., Desrochers, A., **Manolitsis, G.**, Parrila, R., & Georgiou, G. K. (2018). Phonological awareness and rapid automatized naming as longitudinal predictors of reading in five alphabetic orthographies with varying degrees of consistency. *Scientific Studies of Reading*, 1–15. <https://doi.org/10.1080/10888438.2018.1510936>
47. Desrochers, A., **Manolitsis, G.**, Gaudreau, P., & Georgiou, G. (2018). Early contribution of morphological awareness to literacy skills across languages varying in orthographic consistency. *Reading and Writing*, 31(8), 1695–1719. <https://doi.org/10.1007/s11145-017-9772-y>
48. Liu, C., Georgiou, G. K., & **Manolitsis, G.** (2018). Modeling the Relationships of Parents' Expectations, Family's SES, and Home Literacy Environment with Emergent Literacy Skills and Word Reading in Chinese. *Early Childhood Research Quarterly*, 43, 1-10. doi.org/10.1016/j.ecresq.2017.11.001
49. **Manolitsis, G.**, Grigorakis, I., & Georgiou, G. K. (2017). The longitudinal contribution of early morphological awareness skills to reading fluency and comprehension in Greek. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2017.01793.
50. Georgiou, K. G., Hirvonen, R., **Manolitsis, G.**, & Nurmi, J.-E. (2017). Cross-lagged relations between teacher- and parent-ratings of children's task avoidance and different literacy skills. *British Journal of Educational Psychology*, 87, 438-455. doi:10.1111/bjep.12158
51. Bitsios, P., Karademas, E., Mouzaki, A., **Manolitsis, G.**, Kapellaki, O., Diacatou, A., . . . Giovazolias, T. (2017). The Student Counselling Centre at the University of Crete, Greece. *BJPsych. International*, 14(4), 90-92. doi:10.1192/S2056474000002099
52. **Manolitsis, G.** (2016). Emergent literacy in early childhood education: New issues and educational implications. *Preschool and Primary Education*, 4(1), 3-34. [in Greek]
53. Grigorakis, I., & **Manolitsis, G.** (2016). The contribution of morphological awareness on the early stages of spelling development. *Preschool and Primary Education*, 4(1), 128–148. [in Greek]
54. **Manolitsis G.**, & Georgiou G. K. (2015). The cognitive profiles of poor readers/good spellers and good readers/poor spellers in a consistent orthography: A retrospective analysis. *Preschool & Primary Education*. 3(2), 103-116.
55. Markodimitraki, M., Linardakis, M., Kypriotaki, M., & **Manolitsis, G.** (2015). The impact of preschool twins' physical difficulties on parental perceptions towards separation, closeness and friendship. *Early Child Development and Care*, 186(4), 544-561.
56. Markodimitraki, M., Kypriotaki, M., Ampartzaki, M., & **Manolitsis, G.** (2013). Effects of context and facial expression on imitation tasks in pre-school children with autism. *Early Child Development and Care*, 183, 1276-1292.
57. **Manolitsis, G.**, Georgiou G. K., & Tziraki, N. (2013). Examining the effects of home literacy and numeracy environment on early reading and math acquisition. *Early Childhood Research Quarterly*, 28, 692-703.
58. Georgiou, G. K., Tziraki, N., **Manolitsis, G.**, & Fella, A. (2013). Is RAN related to reading and mathematics for the same reason(s)? A follow-up study from Kindergarten to Grade 1. *Journal of Experimental Child Psychology*, 115, 481-496.
59. Georgiou, G. K., **Manolitsis, G.**, Zhang, J., Parrila, R., & Nurmi, J. E. (2013). Examining the developmental dynamics between achievement strategies and different literacy skills. *International Journal of Behavioral Development*, 37, 173-181.

60. Georgiou, G. K., Torppa, M., **Manolitsis, G.**, Lyytinen, H., & Parrila, R., (2012). Longitudinal predictors of reading and spelling across languages varying in orthographic consistency. *Reading and Writing: An Interdisciplinary Journal*, 25, 321-346.
61. Tafa, E., & **Manolitsis, G.** (2012). The literacy profile of Greek precocious readers: A follow-up study. *Journal of Research in Reading*, 35, 337-352.
62. **Manolitsis, G.**, & Tafa, E. (2011). Letter-name letter-sound and phonological awareness: Evidence from Greek-speaking kindergarten children. *Reading and Writing: An Interdisciplinary Journal*, 24, 27-53.
63. **Manolitsis, G.**, Georgiou, G. K., & Parrila, R. (2011). Revisiting the home literacy model of reading development in an orthographically consistent language. *Learning and Instruction*, 21 (4), 496-505.
64. Georgiou, G. K., Hirvonen, R., Liao, C.- H., **Manolitsis, G.**, Parrila, R., & Nurmi, J.- E. (2011). The role of achievement strategies on literacy acquisition across languages. *Contemporary Educational Psychology*, 36, 130-141.
65. Georgiou, G. K., Parrila, R., **Manolitsis, G.**, & Kirby, J. (2011). Examining the importance of assessing Rapid Automatized Naming (RAN) speed for the identification of children with reading difficulties. *Learning Disabilities: A Contemporary Journal*, 9 (2), 45-66.
66. Georgiou, G., **Manolitsis, G.**, Nurmi, J.-E., & Parrila, R. (2010). Does task-focused versus task-avoidance behavior matter for literacy development in an orthographically consistent language? *Contemporary Educational Psychology*, 35, 1-10.
67. Kypriotaki, M., & **Manolitsis, G.** (2010). Teachers' evaluations for the detection of primary school children with attention deficit hyperactivity disorder. *European Journal of Special Needs Education*, 25 (3), 269-281.
68. **Manolitsis, G.**, Georgiou, G., Stephenson, K., & Parrila, R. (2009). Beginning to read across languages varying in orthographic consistency: Comparing the effects of non-cognitive and cognitive predictors. *Learning and Instruction*, 19(6), 466-480.
69. Tafa, E., & **Manolitsis, G.** (2008). A Longitudinal Literacy Profile of Greek Precocious Readers. *Reading Research Quarterly* 43(2), 165-185.
70. **Manolitsis, G.**, & Tafa, E. (2005). Checklist for screening behavioural problems in preschool children. *Psychology: The Journal of the Hellenic Psychological Society*, 12 (2), 153-178. [in Greek].
71. **Manolitsis, G.** (2004b). Parental involvement in preschool education. *To Vima ton Koinonikon Epistimon (Social Science Tribune)*, 10 (38), 121-145. [in Greek].
72. Tafa, E., & **Manolitsis, G.** (2003). Attitudes of Greek parents of typically developing kindergarten children towards inclusive education. *European Journal of Special Needs Education*, 18 (2), 155-171.
73. **Manolitsis, G.** (2001a). The relation between metalinguistic abilities and learning to read: from kindergarten to grade 2. *Pedagogikos Logos*, 1, 9-30. [in Greek].
74. **Manolitsis, G.** (2000). Effects of word structure on preschoolers' metaphonological skills. *Pedagogikos Logos* 2, 9-29. [in Greek].
75. **Manolitsis, G.**, Michalopoulou, S., & Bajiokos, G. (1996). Persuasion skills in children's language: A conversation analysis study. *Research in Children's World*, 2, 80-94. [in Greek].

Papers (in non-referred journals)

76. **Manolitsis, G.** (2006a). The role of morpheme awareness in emergent reading skills. *Language and Literacy*, 17A, 5-7, 17B, 1-4. [in Greek].
77. **Manolitsis, G.** (2003c) Phonological awareness development: A review of research in Greek-speaking preschool children. *Language and Literacy*, 14, 5-7. [in Greek].
78. Kakavoulis, A., **Manolitsis, G.**, Bajiokos, G. (1999). What are the personality traits that children prefer to characterize their friends? *Greek-Christian Education*, 457, 25-28 & 458, 54-64. [in Greek].

C) Selected Presentations and Posters (out of 110)

1. **Manolitsis G.**, & Kargiotidis, A. (2024, July). *Predicting reading difficulties beyond the Simple View of Reading components in a consistent orthography: Are specific types of reading difficulties predicted by different oral language and literacy skills?* Paper present-ed at the Society for the Scientific Study of Reading (SSSR) 31st Annual Conference, Copenhagen, Denmark.
2. Kargiotidis, A., & **Manolitsis G.**, (2024, June). *Predictors of reading comprehension difficulties beyond the Simple View of Reading components in a consistent orthography.* Paper presented at the 22nd European Conference on Literacy, Chania, Greece
3. Korakaki, K., & **Manolitsis, G.** (2024, June). *Early language and literacy skills as predictors of receiving learning difficulties diagnosis and remediation in elementary school: A retrospective longitudinal study in children at risk for reading difficulties in Kindergarten.* Paper presented at the 22nd European Conference on Literacy, Chania, Greece.
4. Korakaki, K., & **Manolitsis, G.** (2022, July). *Examining the short and long-term effects of 'Response to Intervention' in at-risk preschoolers for the enhancement of early literacy skills from Kindergarten to Grade 1.* Paper presented at the 22nd European Conference on Literacy, Dublin, Ireland.
5. Grigorakis, I., & **Manolitsis, G.** (2022, July). *How early morphological awareness skills differentiate children with later reading comprehension difficulties in grade 2.* Paper presented at the 22nd European Conference on Literacy, Dublin, Ireland.
6. **Manolitsis, G.**, Kargiotidis, A., Grigorakis, I., & Mouzaki, A., (2021, July). *Early oral language skills precursors of different types of literacy difficulties in a consistent orthography.* Paper presented at the Society for the Scientific Study of Reading (SSSR) 28th Annual Virtual Conference, Lancaster, UK.
7. Kargiotidis, A., Grigorakis, I., Mouzaki, A., & **Manolitsis, G.** (2021, May). *How oral language skills contribute to spelling development in children with and without reading difficulties?* Paper presented at the British Dyslexia Association (BDA) International Confer-ence 2021, Oxford, UK.
8. **Manolitsis, G.**, Grigorakis, I., & Kargiotidis, A. (2019, June). *Early language and literacy predictors of later learning difficulties in reading and spelling.* Paper presented at the 43rd IARLD Annual Meeting Heraklion, Greece.
9. Grigorakis, I. & **Manolitsis, G.** (2019, August). *Longitudinal effects of different aspects of morphological awareness skills on early reading development.* Paper presented at the 21st European Conference on Literacy Copenhagen, Denmark.

10. **Manolitsis, G., & Sarri E.** (2019, August). *Home Literacy Environment: An evaluation of distinct dimensions in preschool years*. Paper presented at the 21st European Conference on Literacy Copenhagen, Denmark.
11. **Manolitsis, G., Kyriacou, A., & Georgiou, G. K.** (2018, July). *Long-term effects of early morphological awareness instruction on reading and spelling skills*. Paper presented at the SSSR 2018 23rd Annual Meeting. Brighton, U.K.
12. Grigorakis, I., & **Manolitsis, G.** (2018, July). *Longitudinal effects of different aspects of morphological awareness skills on early spelling development*. Poster presented at the SSSR 2018 23rd Annual Meeting. Brighton, U.K.
13. **Manolitsis, G., Georgiou, G. K., & Desrochers, A.** (2017, July). *Morphological awareness interactions with reading and spelling across languages*. Paper presented at the 20th European Conference on Literacy. Madrid, Spain.
14. Grigorakis, I., & **Manolitsis, G.** (2017, July). *Early morphological awareness and learning to read morphological complicated words in Greek: A longitudinal study*. Paper presented at the 20th European Conference on Literacy. Madrid, Spain.
15. **Manolitsis, G., & Georgiou, G. K., & Landerl, K.** (2016, July). *Developmental relations between home literacy environment and word reading across languages*. Paper presented at the 23rd Annual Meeting of the Society for the Scientific Studies of Reading. Porto, Portugal.
16. Georgiou, G., Landerl, K., Desrochers, A., **Manolitsis, G., de Jong, P. F., & Parrila, R.** (2016, July). *Does orthographic consistency influence the growth of reading?* Paper presented at the 31st ICP2016 International Congress of Psychology. Yokohama, Japan.
17. **Manolitsis, G., & Georgiou, G. K.** (2015, August). *Is intelligence relevant in reading “mama” and in calculating “3 + 5”?* Paper presented at the 16th Biennial Conference for Research on Learning and Instruction – EARLI 2015. Limassol, Cyprus.
18. **Manolitsis, G., & Georgiou, G. K.** (2015, August). *Longitudinal effects of phonological and morphological awareness skills on reading development*. Paper presented at the 16th Biennial Conference for Research on Learning and Instruction – EARLI 2015. Limassol, Cyprus.
19. Landerl, K., Gorecki, B., de Jong, P. F., Desrochers, A., **Manolitsis, G., & Georgiou, G.** (2015, July). *The impact of phonological awareness in learning to read in different orthographies*. Paper presented at the 22nd annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
20. Altani, A., de Jong, P. F., **Manolitsis, G., Desrochers, R., Parrila, R., & Georgiou, G.** (2015, July). *The role of phonological awareness, phonological short-term memory, and rapid naming in reading accuracy and spelling across languages varying in orthographic consistency*. Paper presented at the 22nd annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
21. Desrochers, A., **Manolitsis, G., & Georgiou, G.** (2015, July). *The development and contribution of word morphology to reading in three alphabetic languages*. Paper presented at the 22nd annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.
22. Georgiou, G., Zhang, B., Landerl, K., Desrochers, A., **Manolitsis, G., de Jong, P. F., & Parrila, R.** (2015, July). *The growth of reading and spelling across languages varying in orthographic consistency*. Paper presented at the 22nd annual conference of the Society for the Scientific Studies of Reading, Hawaii, USA.

23. Grigorakis, I., & **Manolitsis, G.** (2014, September). Young children's morphological awareness and early reading comprehension. Paper presented at the *24th European Early Childhood Education Research Association (EECERA) Conference*. Crete, Greece.
24. **Manolitsis, G.**, & Georgiou, G. K. (2014, September). Home literacy environment and early literacy acquisition. Paper presented at the *24th European Early Childhood Education Research Association (EECERA) Conference*. Crete, Greece.
25. **Manolitsis, G.**, & Georgiou, G. K. (2014, July). Does the assessment of cognitive skills in early childhood predict reading comprehension development from grade 2 to grade 5? Poster presented at the *International Society for the Study of Behavioural Development (ISSBD) 23rd Biennial Meeting*. Shanghai, China.
26. Georgiou, G.K., **Manolitsis, G.**, Zhang, X., Parrila, R., & Nurmi, J.-E. (2014, July). Examining the developmental dynamics between achievement strategies and different literacy skills. Paper presented at the *International Society for the Study of Behavioural Development (ISSBD) 23rd Biennial Meeting*. Shanghai, China.
27. Manolitsis, G., & Georgiou, G. K. (2014, July). Does the assessment of cognitive skills in early childhood predict reading comprehension development from grade 2 to grade 5? Poster presented at the *International Society for the Study of Behavioural Development (ISSBD) 23rd Biennial Meeting*. Shanghai, China.
28. Georgiou, G.K., Manolitsis, G., Zhang, X., Parrila, R., & Nurmi, J.-E. (2014, July). Examining the developmental dynamics between achievement strategies and different literacy skills. Paper presented at the *International Society for the Study of Behavioural Development (ISSBD) 23rd Biennial Meeting*. Shanghai, China.
29. Trouli, K., Linardakis, M., & Manolitsis, G. (2012, September). Psychometric characteristics of a Scale of Preschool Graphomotor Skills (SPGS). Paper presented at the *3rd International Congress on Early Childhood Education*. Adana, Turkey.
30. Manolitsis, G., Georgiou, G. K., Tziraki, N. (2012, July). Does home literacy and numeracy environment predict early reading and math skills? Paper presented at the *International Society for the Study of Behavioural Development (ISSBD) 2012 Biennial Meeting*. Edmonton, Canada.
31. Manolitsis, G., & Grigorakis, I. (2012, July). How specific is the role of morphological awareness in beginning reading and spelling? Paper presented at the *19th Annual Conference of the Society for the Scientific Studies of Reading (SSSR)*. Montreal, Canada.
32. Trouli, K., Manolitsis, G., Linardakis, M. (2012, July). Preschoolers' graphomotor development and emergent writing skills. Poster presented at the *19th Annual Conference of the Society for the Scientific Studies of Reading (SSSR)*. Montreal, Canada.
33. Kypriotaki, M., Fraggogianni, M.- E., & Manolitsis, G. (2011, September). Parents and children with and without special educational needs: beliefs, relationships and activities. Poster presented at the *EARLI Conference 2011, "Education for a global Networked Society"*. Exeter, UK.
34. Georgiou, G. K., Tziraki, N., Manolitsis, G., Fella, A. (2012, July). Why is RAN related to reading and mathematics? Evidence from a longitudinal study with Greek preschoolers? Paper presented at the *19th Annual Conference of the Society for the Scientific Studies of Reading (SSSR)*. Montreal, Canada.

35. Gregorakis, I., & Manolitsis, G. (2011, August). Effects of early home literacy environment on preschoolers' morphological awareness skills. Paper presented at the 17th European Conference on reading. Mons, Belgium.
36. Tafa, E., Manolitsis, G., & Fasoulaki, M. (2011, August). Kindergarten literacy in Greece: Teachers' views and practices. Paper presented at the 17th European Conference on Reading. Mons, Belgium.
37. Manolitsis, G., & Kandyliou (2011, August). Morphological awareness instruction in Kindergarten and children's early literacy development. Paper presented at the 17th European Conference on Reading. Mons, Belgium.
38. Trouli, K., Linardakis, M., & Manolitsis, G. (2011, August). Fiabilité et validité d'une échelle pour l'évaluation des compétences graphomotrices à l'âge préscolaire. Paper presented at the 17th European Conference on Reading. Mons, Belgium.
39. Trouli, K., Linardakis, M., & Manolitsis, G. (2010, May). *The visual-spatial organization of writing space in preschool age children*. Paper presented at the 9th World Congress on Psychomotricity. Verona, Italy.
40. Manolitsis G., Georgiou G. K., Parrila, R. (2010, July). *Early phonological predictors of spelling achievement in Greek*. Paper presented at the 17th Annual Conference of the Society for the Scientific Studies of Reading (SSSR.) Berlin.
41. Kypriotaki, M., & Manolitsis, G. (2010, September). *Modification of typically developing preschoolers' attitudes towards children with special educational needs through story-reading and film-viewing*. Paper presented at the Biennial Meeting of EARLI SIG 15 (Special Educational Needs). Frankfurt.
42. Manolitsis, G., & Tafa, E. (2009, July). *Letter Knowledge and Phonological Awareness in Greek Kindergarten Children*. Paper presented at the 16th European Conference on Reading. "Discovering Worlds of Literacy". Braga, Portugal.
43. Kypriotaki, M., & Manolitsis, G. (2009, July). *Teachers' evaluation for the identification of school-aged children with attention deficit hyperactivity disorder*. Paper presented at the 11th European Congress of Psychology, Oslo, Norway.
44. Manolitsis, G., Georgiou G., & Parrila, R. (2008, May). *Cognitive components of reading development: From Kindergarten until Grade 2*. Paper presented at the 1st Conference of Developmental Psychology. University of Athens, Athens. [in Greek].
45. Manolitsis, G., & Kypriotaki, M. (2008, July). *Story-telling as a vehicle for modifying rejection beliefs and attitudes of typically developing preschoolers towards children with disabilities*. Paper presented at the 2nd International Congress on Interpersonal Acceptance and Rejection "Acceptance, Rejection, and Resilience within family, school, and social-emotional contexts". University of Crete, Rethymnon.
46. Manolitsis, G., & Tafa, E. (2008, July). *Checklist for screening behavioural problems in Greek preschool children*. Poster presented at the XXIX International Congress of Psychology (ICP). Berlin.
47. Manolitsis, G., Georgiou, G. K., & Parrila R. (2008, July). *Examining the Home Literacy Model of reading development in Greek*. Paper presented at the XXIX International Congress of Psychology (ICP). Berlin.
48. Manolitsis, G., Georgiou, G. K., Parrila, R., Stephenson, K. (2007, July). *Early cognitive and non-cognitive predictors of reading fluency, spelling, and reading comprehension skills in*

Greek and English. Paper presented at the 14th Annual Conference of the Society for the Scientific Study of Reading (SSSR). Prague.

49. Manolitsis, G. (2007, April). *Effects of morphological awareness on reading development: A longitudinal study from Kindergarten to Grade 2*. Paper presented at the 11th Greek Conference of Psychological Research. Hellenic Psychological Society. Rethymno. [in Greek].
50. Stavrakaki, Z., & Manolitsis, G. (2007, October). *Morphological awareness training in preschool children*. Paper presented at the Conference “*Emergent Literacy: Research and Applications*”. University of Crete, Rethymno. [in Greek].
51. Cherouveim, O., & Manolitis, G. (2007, October). Effects of phonological awareness training on preschoolers’ emergent writing skills. Paper presented at the Conference “*Emergent Literacy: Research and Applications*”. University of Crete, Rethymno. [in Greek].
52. Georgiou, G. Manolitsis, G., Parrila, R., Stephenson, K. (2006, July). *Comparing the effects of cognitive and noncognitive factors on early reading acquisition in English and Greek*. Paper presented at the 13th Annual Conference of the Society for the Scientific Study of Reading (SSSR). Vancouver.
53. Manolitsis, G., & Oikonomidis, V. (2005, March). *Parental involvement in Kindergarten: Teachers’ perspective*. Paper presented at the Greek Conference “*School and Family*”. University of Ioannina. Ioannina. [in Greek].
54. Manolitsis, G., & Kouroupaki, M. (2005, August). *The role of early morphological awareness in emergent reading skills*. Paper presented at 11th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Nicosia.
55. Manolitsis, G., Tafa, E., & Loizou, E. (2005, May). *Screening children’s behaviour problems in Kindergarten. A comparative study between Greek and Greek-Cypriot children*. Paper presented at the Conference “*International Conference of School Psychology*”. University of Crete, Rethymno. [in Greek].
56. Manolitsis, G. (2004, June). *The relation between metalinguistic skills and reading acquisition in Greek-speaking children: The neglected role of preschoolers’ syntactic awareness*. Poster presented at the 11th Annual Conference of the Society for the Scientific Study of Reading (SSSR). Amsterdam.
57. Manolitsis, G. (2002, October). *Predicting high reading ability from Kindergarten: The role of metalinguistic skills*. Paper presented at the 8th Conference of European Council for High Ability (ECHA). Rhodes.
58. Manolitsis, G. (2002, November). *Letter knowledge and phonological awareness: A correlation study in Kindergarten children*. Paper presented in International Conference of the Greek Reading Association. University of Patras. Patra. [in Greek].
59. Krasanakis, G., & Manolitsis, G. (2001, May). *Preschoolers’ cognitive maturity and their metalinguistic abilities*. In 8th Greek Conference of Psychological Research. Democritus University of Thrace. Alexandroupoli. [in Greek].
60. Manolitsis, G. (1997, April). *The development of syntactic awareness abilities in preschool children*. Paper presented in 11th Internatinional Symposium, of Theoretical and Applied Linguistics. Aristotetle University of Thessaloniki. Thessaloniki. [in Greek].

Scientific Activities

Reviewer in international peer reviewed journals

1. Learning and Instruction
2. Scientific Studies of Reading
3. Educational Psychology
4. Journal of Research in Reading
5. Early Child Development and Care
6. Learning and Individual Differences
7. Research in Developmental Disabilities
8. International Journal of School and Educational Psychology
9. Parenting: Science and Practice
10. Early Childhood Research Quarterly
11. Logopedics Phoniatrics Vocology

Reviewer in national peer reviewed journals

1. Sciences of Education
2. Research in Education
3. Psychology

Member of Editorial Board in peer reviewed journals

1. Preschool & Primary Education (Co-Editor)
2. Sciences of Education (GR)
3. Educational Sciences <https://www.mdpi.com/journal/education>
4. Early Childhood Education Quarterly <https://www.sciencedirect.com/journal/early-childhood-research-quarterly/about/editorial-board>

Professional affiliations

1. Hellenic Educational Society
2. World Organization for Early Childhood Education (O.M.E.P.)
3. Hellenic Psychological Society (ΕΛΨΕ)
4. Greek Society of Language & Literacy (local branch of International Literacy Association)
5. International Reading Association (IRA) (from 2000-2011)
6. European Association for Research on Learning and Instruction (EARLI) (from 2000-2016)
7. Society for the Scientific Study of Reading (SSSR) – Voting member
8. Division 15 (Educational Psychology) of the American Psychological Association
9. American Psychological Association (APA)

Teaching Experience

- In-service training to Kindergarten teachers (Regional Centre of In-service education of Heraklion), 1998
- Institute of Education of Greece, Major Educational Program for in-service training of Kindergarten teachers, 2011.
- University of Crete, Department of Preschool Education, (as a teaching and research faculty member):
 - A) Undergraduate program, 2000-until now**
 - o Educational Psychology (every year)

- Psychopedagogy of Early Childhood (every second year)
- Methods of Psychoeducational Research (every year)
- Psychoeducational Perspectives of Emergent Literacy (every second year)
- Assessment and Evaluation in Early Childhood (occasionally)
- Seminar in Psychoeducational Assessment and Evaluation (occasionally)
- Seminar in Educational Psychology (occasionally)
- Practicum (Classroom Observation, Kindergarten Teaching) (2000-2015)

B) Post- graduate program, 2000-until now

- Research Methods in Education
- Quantitative Research Methods – Advanced Level
- Psychopedagogy of Early Childhood I
- Seminar in Early Childhood Education
- Assessment of Language Skills in Young Children

C) Institute of Teachers' in-service Education, 2000-2012

- Methods of Psychoeducational Research
- Early Childhood Education
- Psychopedagogy of Early Childhood
- Applied Psychoeducational Assessment of Preschool Children
- Early Literacy

Guest Lectures (Visiting, Socrates/Erasmus)

- University of Mons, Belgium. Department of Orthopedagogy (Special Education), 21/32005 – 24/3/2005 (Socrates/Erasmus).
- University of Cyprus, Department of Education, 2007, Spring semester (Visiting lectures):
 - Teaching Language and Early Reading
 - Educational Assessment and Evaluation
- National and Kapodistrian University of Athens, Department of Education, Program of Graduate Studies (Visiting lectures), May, 2011:
 - Issues of Greek Language II
- Open University of Cyprus, Program of post-graduate studies in “Educational Studies”, 2012-2015; 2016-2024 (adjunct faculty - tutor):
 - Applied Educational Research
 - Methodology of Educational Research: Quantitative methods
 - Methodology of Educational Research: Qualitative methods
- Hellenic Open University (adjunct faculty - tutor),
 - Program of post-graduate studies in “Educational Studies”, 2015-2016:
 - Applied Educational Research
 - Program of post-graduate studies in “Special Education, 2018-2019
 - Educational Interventions in oral and literacy problems.
 - Program of Pedagogical and Teaching Competency, 2020-2022
 - Pedagogy and Teaching

Graduate Students Supervision

Supervisor of postgraduate students' MA thesis

- Kostopoulou, P. (2003). *Preschoolers' perceptions about earth*. Master's dissertation, Department of Preschool Education, University of Crete.
- Kouroupaki, M. (2004) *The development of morphological awareness in kindergarten children and its relationship with children's emergent reading skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Cherouvim O. (2005). *The effect of phonological awareness training on the emergence of preschoolers' spelling skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Stavarakaki, Z. (2006). *Morphological awareness training and the effects on preschoolers' emergent literacy skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Kyriakou A. (2010). *The effects of the emergent literacy training program "Pinakoti 1" on the development of emergent literacy skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Christaki, M. (2011). *The role of educational software in the development of preschooler's phonological awareness*. Master's dissertation, Department of Preschool Education, University of Crete.
- Kandyliou, E. (2011). *The effects of a single morphological awareness training program and a combined morphological and phonological awareness training program on the development of preschoolers' emergent literacy skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Fasoulaki, M. (2011). *Teaching practices and teaching beliefs of kindergarten teachers for the development of emergent literacy skills*. Master's dissertation, Department of Preschool Education, University of Crete.
- Tziraki, N. (2011). *The role of home literacy environment in emergent literacy skills and early math skills of kindergarten children*. Master's dissertation, Department of Preschool Education, University of Crete.

Supervisor of Ph.D. students

Start: 2009-2010	Grigorakis, I. <i>The development of children's metamorphological abilities from Kindergarten to Grade 2 and its relationship with reading and spelling acquisition</i> .
End: 2013-2014	
Start: 2011-2012	Kyriakou, A. <i>The comparison of two morphological awareness training programs in Kindergarten and their long-term effects on literacy learning in Grade 1</i> .
End: 2022-2023	
Start: 2011-2012	Korakaki A. <i>"Response to Intervention": A perspective for prevention of early literacy difficulties. The role of early intervention in Kindergarten on enhancing at risk children's emergent literacy skills</i> .
End: 2021-2022	
Start: 2018-2019	Kargiotidis A. <i>"A longitudinal study examining the role of selected cognitive skills in reading and spelling abilities of children with literacy difficulties in primary school"</i> .
End: 2023-2024	

Member of the advisory committee for Ph.D. students

Start 2006-2007 End	Kostopoulou, P. (2011) <i>The understanding of biology concepts from preschoolers: The role of teaching in young children's perceptions towards the concept of animals' breath</i> . Phd Dissertation. University of Crete, Department of Preschool Education, Rethymno.
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2010-2011

Start

2007-2008

End

2011-2012

Chlapana, E. (2012) *The development of immigrants preschoolers' vocabulary through story-reading*. Phd Dissertation. University of Crete, Department of Preschool Education, Rethymno.

Start

2011-2012

End

2016-2017

Vretoudaki, E. *The development of Kindergartners' narrative skills through children's training in retelling and production of personal and imaginary stories*. Phd Dissertation. University of Crete, Department of Preschool Education, Rethymno.

Scientific / Research Projects

Participation as a member of scientific or research projects

1993-1994	Coordinator of the International Scientific Programme in Special Education “Best Buddies” in the cluster of the Department of Preschool Education of University of Crete. Project Coordinator (PC) was the professor of University of Athens, John Paraskevopoulos. The aim of this programme was the creation and the maintenance of friendship network between undergraduate students and children with special educational needs (SENs). Every undergraduate student paired with a child with SENs and they plan meetings outside of the child’s home once a week for a whole year. Twenty two undergraduate students and 15 children with SEN’s from the 1 st Special Education School of Rethymno participated in the cluster of Department of Preschool Education.
1995-1996:	Research Assistant in the project “Sexual development and education”. Professor A. Kakavoulis was the Project Coordinator. Research grant from University of Crete.
2003-2005	Participation in the design and the implementation of the project “Reformation of the undergraduate programme of the Department of Preschool Education of University of Crete. Professor G. Kitsaras was the Project Coordinator. Research grant from EPEAEK II (combined funds from European Union and Greek government).
2006-2008	Participation in the implementation of the project “The digital world of preschool education”. Department of Preschool Education of University of Crete. Professor G. Kitsaras was the Project Coordinator. Research grant from INTERREG III Crete-Rhodes, Cyprus (combined funds from European Union and Greek government).
2010-2013	Participation in the implementation of the project DASTA “Practicum of undergraduate students”. Department of Preschool Education of University of Crete. Assistant Professor V. Oikonomides is the Project Coordinator. Research grant from ESPA (combined funds from European Union and Greek government).
2010-2012	Co-investigator in the project “ <i>Standardization of scale that measures the handwriting skills of preschool children</i> ». Assistant Professor K. Trouli was the Project Coordinator. Research grant from University of Crete. (#13.390# €)
2010-2013	Participating member of the research team in the project “ <i>Literacy Development Across Languages</i> ”. Associate Professor G. K. Georgiou is the Project Coordinator from the Department of Educational Psychology of University of Alberta. Research grant from the Social Sciences and Humanities Research Council of Canada– SSHRC. (#159.049# CAN\$)
2014-2015	Participating member of the research team in the project “ <i>ELINET - European Literacy Policy Network</i> ”. ELINET, coordinated by Prof. Garbe (University of Cologne). (Total budget: #2.985.600# € - local budget: #40.000# €)
2014-2017	Participating member of the research team in the project <i>EQUAP - Enhancing quality in early childhood education and care through participation</i> , (Erasmus+: KA2 Strategic Partnerships (code: 2014-1-IT02-KA201-004091), Budget: 391.132,00 €
2021-2024	Co-investigator (Coordinator of the UOC team) in the project <i>Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education</i> ”. (Erasmus+ KA3, EACEA, Budget for UoC: #178.583,00#)

Principal investigator in funded research projects

2007-2009	“Panhellenic standardization of the <i>Behavior Checklist for Preschool Children</i> ”. Research grant from University of Crete. (#3.000# €)
2012	“The development of morphological awareness and its contribution in the early stages of literacy development”. Research grant from University of Crete. (#2.500# €)
2014	Longitudinal predictors of literacy development in Greek and English: from grade 1 to grade 3. (#1.500# €)
2020-2021	The role of oral language skills developmental rate on identification of children with learning difficulties in literacy and on development of their learning profiles. (MIS 5049016). (#45.545#€).

Administrative Service

Member of the Department's or the University's committees

2000-2007	Member of the committee for the record of materials in the Department of Preschool Education of University of Crete.
2002-today	Member of the committee for the Post-graduate studies in the Department of Preschool Education of University of Crete.
2002-2003	Member of the Senate of University of Crete.
2007-2008	Member of the Senate of University of Crete.
2002-2008	Member of the committee for the Undergraduate students' Practicum of Department of Preschool Education at University of Crete.
2011-2012, 2012-2013	Coordinator of the committee for the Undergraduate students' Practicum of the Department of Preschool Education at University of Crete.
2003-2008	Coordinator of the unit of <i>Psychoeducational Research and Evaluation</i> of the Laboratory of 'Pedagogical Research & Applications' of the Department of Preschool Education at University of Crete.
2008-2009, 2011-2012	Vice-president of the 'Institute of Kindergarten Teachers' in-service Education' at University of Crete.
2013-2015	Deputy head of the Department of Preschool Education at University of Crete.
2015-2019	Head of the Department of Preschool Education at University of Crete
2024-2028	Member of the Board of Counselors at University if Crete

Conference / Meetings Organization

2001:	<u>Member</u> of the Organizing Committee of the International Conference 'Psychopedagogy of Early Childhood'. Department of Preschool Education of University of Crete.
2002:	<u>Member</u> of the Organizing Committee of the International Conference 'Psychopedagogy of Early Childhood'. Department of Preschool Education of University of Crete.
2003:	<u>Secretary</u> of the Organizing Committee of the International Conference 'Moral and

Religious Development and Education of Children’. Department of Preschool Education of University of Crete.

- 2007:** Member of the Organizing Committee of the Panhellenic Conference of the Hellenic Psychological Association. University of Crete.
- 2007:** Vice-president of the Organizing Committee of the International Conference ‘Emergent Literacy: Research & Applications’. Department of Preschool Education of University of Crete.
- 2008:** President of the Organizing Committee of the Meeting ‘Necessity and perspectives if an interdisciplinary approach in early intervention’. Department of Preschool Education, University of Crete.
- 2009:** Vice-president of the Organizing Committee of the Conference ‘Education and in-service training of the teacher’. Department of Preschool Education of University of Crete.
- 2010:** Secretary of the Organizing Committee of the 7th Panhellenic Conference “Greek Pedagogical and Educational Research’ of the Hellenic Educational Society. University of Crete.

Social Service

- 2006:** Presentation of the book “Literacy and early reading: theoretical and research perspectives” authored by the School Counselor Dr. S. Koutsouraki to the teachers’ community of Heraklion, Crete.
- 2008:** Presentation of the issue “The transition from kindergarten to elementary school: A psychoeducational perspective. The presentation held in the 15th kindergarten of Heraklion, Crete, in the context of a European program for innovative actions “Making easy the transition of kindergarten children to elementary school”.
- 2011-2024** Member of the Board of the “Society for the protection of minors” in Heraklion, Crete.