



UNIVERSITY OF CRETE
DEPARTMENT OF PRESCHOOL EDUCATION
FACULTY OF EDUCATION
LABORATORY OF PSYCHOLOGICAL RESEARCH
RESEARCH UNIT OF ECOLOGICAL PSYCHOLOGY AND
EXPERIENTIAL, HEURISTIC AND NARRATIVE-DIALOGIC
PSYCHOPEDAGOGY



CURRICULUM VITAE

1. ACADEMIC INFORMATION

Surname: Pourkos

Name: Marios

Academic post: Professor

Specialization: Psychopedagogy: Alternative Experiential Contexts for Cognitive, Moral and Emotional Development and Education

Postal Address: University of Crete,
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Director of the Laboratory of Psychological Research of the Department of Preschool Education of University of Crete (F.E.K. 131/29-6-99, Vol. A) and **Founder and Director of its *Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy.***

Director/Coordinator of the Master Program of the Department of Preschool Education of University of Crete titled: *Applications of Psychology in Education: Alternative-Experiential and Embodied-*

Multimodal Psychopedagogical Approaches (Ministerial Decision: F.E.K. Nr 4965/26.04.2018, Number 1674/15-05-2018).

Scientific/research interests:

- Qualitative methodologies and body/play/art/narrative-based research methods,
- Embodied, ecological, systemic, socio-historical-cultural, narrative and dialogical psychology/psychopedagogy,
- Alternative-bodily-multimodal-experiential psychopedagogical contexts for cognitive/emotional and socio-moral education/learning and personal development (self knowledge),
- Psychopedagogical dimensions of time experience, Individual differences (mainly temperamental) and educational/learning and developmental processes,
- Creative/heuristic processes in the context of education/learning and development,
- Emdodied self in the context of family in the rapidly changing world of the contemporary and upcoming crisis.

2. EDUCATION

October 1980 - June 1984: Undergraduate studies and Master of Arts in **Philosophy**, Jagiellonian University in Cracow, Department of Philosophy, Division of Philosophy of Natural Sciences. Title of Master Thesis: *Sense and Nonsense of Sociobiology*.

October 1979 - July 1984: Undergraduate studies and Master of Arts in **Sociology**, Jagiellonian University in Cracow, Department of Sociology, Division of Social Anthropology. Title of Master Thesis: *The Sociobiological Theory of Man and Its Controversies*.

October 1979 - July 1986: Undergraduate studies and Master of Arts in **Psychology**, Jagiellonian University in Cracow, Department of Psychology, Division of Developmental and Pedagogical Psychology. Title of Master Thesis: *Heteronomy and Autonomy in Moral Development: From Theories to Empirical Data*.

October 1985 - October 1987: Postgraduate studies and Postgraduate Diploma in **Science of Religion**, Jagiellonian University in Cracow, Department of Science of Religion, Division of Psychology of Religion. Title of Postgraduate Diploma Thesis: *The Concept of Moral Heteronomy and Autonomy: From Ethical Conceptions to Psychological Theories*.

October 1984 - October 1987: **Doctor of Philosophy, The Humanities in the Field of Psychology (Ph.D.)**, Jagiellonian University in Cracow, Department of Psychology, Division of Developmental and Pedagogical Psychology. Title of Doctoral Dissertation Thesis: *The Autonomy of Morality – The Development of Moral Judgment after Adolescence*.

3. Career (professional experience)

October 1984 - January 1988: Scientific Researcher and Teaching Assistant, Division of Developmental and Pedagogical Psychology, Department of Psychology, Jagiellonian University, Cracow, Poland.

June 1989 - December 1992: Child Psychologist, Child Psychiatric Hospital of Attika, Scientific Director of the Center for the Counseling and Therapy of Children with Dyslexia and Learning Disabilities.

October 1989 - December 1992: Visiting Lecturer, Department of Psychology, School of Social Sciences, University of Crete, Rethymnon, Greece, teaching the modules of Developmental and Educational Psychology.

December 1992 - April 1998: Lecturer (specialization: *Pedagogical Psychology*), Department of Psychology, School of Social Sciences, University of Crete, Rethymnon, Greece (official employment date: 11.12.1992).

April 1998- September 2001: Assistant Professor (specialization: *Pedagogical Psychology*), Department of Psychology, School of Social Sciences, University of Crete, Rethymnon, Greece (official employment date: 29.04.1998).

September 2001 - September 2008: Associate Professor (specialization: *Psychopedagogy: Alternative Experiential Contexts for Cognitive, Moral and Emotional Development and Education*), Department of Preschool Education, School of Pedagogical Sciences, University of Crete, Rethymnon, Greece (official employment date: 28.09.1991).

September 2008 - Present: Professor (specialization: *Psychopedagogy: Alternative Experiential Contexts for Cognitive, Moral and Emotional Development and Education*), Department of Preschool Education, School of Pedagogical Sciences, University of Crete, Rethymnon, Greece (official employment date: 07.03.2008).

4. PUBLICATIONS

4.1. Scientific Dissertations (unpublished)

- [1] Pourkos, M. (1984a). *Sens i Nonsens w Socjobiologii (Sens and Nonsens of Sociobiology)*. Unpublished Master Dissertation in Philosophy, Department of Philosophy, Jagiellonian University, Cracow, Poland (in polish).
- [2] Pourkos, M. (1984b). *Socjobiologiczna Koncepcja Człowieka i Kontrowersje Wokół Niej (The Sociobiological Theory of Man and Its Controversies)*. Unpublished Master Dissertation in Sociology, Department of Sociology, Jagiellonian University, Cracow, Poland (in polish).
- [3] Pourkos, M. (1986). *Heteronomia i Autonomia w Rozwoju Moralnym Człowieka: Od Teorii do Empirii (Heteronomy and Autonomy in Human Moral Development: From Theory to Empirical Data)*. Unpublished Master Dissertation in Psychology, Department of Psychology, Jagiellonian University, Cracow, Poland (in polish).
- [4] Pourkos, M. (1987a). *Pojęcie Heteronomii i Autonomii Moralnej: Od Koncepcji Etycznych do Teorii Psychologicznych (The Concept of Moral Heteronomy and Autonomy: From Ethical Conceptions to Psychological Theories)*. Unpublished Master Dissertation in Science of Religion, Department of Science of Religion, Jagiellonian University, Cracow, Poland (in polish).
- [5] Pourkos, M. (1987b). *Autonomia Moralności – Rozwój Sadów Moralnych po Adolescencji (Moral Autonomy – The Development of Moral Judgments after Adolescence)*. Unpublished Ph.D. Dissertation in Psychology, Department of Psychology, Jagiellonian University, Cracow, Poland (in polish).

4.2. Books & Monographs

- [1] Pourkos, M. (1990). *The Development of Moral Autonomy: Methodological Approach of L. Kohlberg (Cognitive-Developmental Methodology)*. Athens: Ellinika Grammata Publications (pages 223) (in Greek).
- [2] Pourkos, M. (1997). *The Role of Context in Human Communication, Education and Socio-Moral Learning. The Eco-Bodily-Experiential Approach as an Alternative Perspective to Cognitivism: Toward an Experiential, Heuristic and Communicative Psychopedagogy*. Athens: Gutenberg Publications (pages 479) (in Greek).
- [3] Pourkos, M. (2002). *From Psychophysics to Ecological Psychology: Turning Points in Life and Scientific Work of James J. Gibson*. Athens: Gutenberg Publications (pages 312) (in Greek).
- [4] Pourkos, M. (2005). *The Ecological Approach to Perceptual Learning and Development: The Odyssey of Eleanor J. Gibson*. Athens: Gutenberg Publications (pages 188) (in Greek).
- [5] Isari, Ph., & Pourkos, M. (2015). *Qualitative Research Methodology: Applications in Psychology and Education*. Athens: Hellenic Academic Ebooks, www.kallipos.gr (pages 176) (in Greek).
- [6] Pourkos, M. (2016). *Context, Body, Lived Experience, Representations: Basic Issues of Psychology and Psychopedagogy*. Athens: Gutenberg Publications (pages 927) (in Greek).

4.2. Books – Edited Collective Volumes

- [1] Pourkos, M. (Ed.) (1997b). *Individual Differences and Alternative Psychopedagogical Approaches*. Athens: Gutenberg Publications (pages 463) (in Greek).
- [2] Pourkos, M. (Ed.) (2008a). *Embodied Mind, Situated Knowledge and Education: Approaching the Poetics and Culture of Thinking Body*. Athens: Gutenberg Publications (pages 719) (in Greek).
- [3] Pourkos, M. (Ed.) (2008b). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture, Volume 1*. Rethymnon: Department of Preschool Education of the University of Crete (pages 444) (in Greek).
- [4] Pourkos, M. (Ed.) (2008c). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture, Volume 2*. Rethymnon: Department of Preschool Education of the University of Crete (pages 321) (in English).
- [5] Pourkos, M. (Ed.) (2009). *Art-Play-Narrative: Psychological and Psychopedagogical Dimensions*. Athens: Topos Publications (pages 660) (in Greek).
- [6] Pourkos, M., & Dafermos, M. (Eds.) (2010a). *Qualitative Research in Social Sciences: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (pages 565) (in Greek).
- [7] Pourkos, M., & Dafermos, M. (Eds.) (2010b). *Qualitative Research in Psychology and Education: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (pages 778) (in Greek).
- [8] Pourkos, M. (Ed.) (2011a). *Socio-Historical-Cultural Approaches in Psychology and Education*. Athens: Diadrasi Publications (pages 671) (in Greek).
- [9] Pourkos, M. (Ed.) (2011b). *Literature-Dialogism-Psychology: Critical Approaches*. Athens: Diadrasi Publications (pages 331) (in Greek).

- [10] Pourkos, M., & E. Katsarou (Eds.) (2011). *Lived Experience, Metaphor and Multimodality: Implications in Communication, Education, Learning and Knowledge*. Thessaloniki: Nissides Publications (pages 652) (in Greek).
- [11] Pourkos, M. (Ed.) (2013). *Possibilities and Limits of Mixed Methodologies in Social, Psychological and Educational Research: Epistemological and Methodological Issues of Expanding Research Design*. Athens: Ion Publications (pages 559) (in Greek).
- [12] Pourkos, M. (Ed.) (2014). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Germany: LAP LAMBERT Academic Publishing (pages 497) (in English).
- [13] Pourkos, M. (Ed.) (2015). *Lived Experience and Art-based Qualitative Research Methods: Epistemological-Methodological Issues and New Perspectives*. Thessaloniki: Nissides Publications (pages 456) (in Greek).
- [14] Pourkos, M. (Ed.) (2015). *The Absent Presence of the Body and Lived Experience in Educational, Learning and Developmental Processes*. Athens: Topos Publications (pages 719) (in Greek).
- [15] Pourkos, M. (Ed.) (2016). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Patra: Opportuna Publications (pages 527) (in Greek).
- [16] Pourkos, M. (Ed.) (2017a). *The Body as a Locus of Lived Experience, Identities and Social Meanings*. Athens: Okto Publications (pages 427) (in Greek).
- [17] Pourkos, M. (Ed.) (2017b). *The Body as a Locus of Information, Learning and Knowledge: New Perspectives in Qualitative Research Epistemology and Methodology*. Thessaloniki: Disigma Publications (pages 652) (in Greek).
- [18] Pourkos, M. (Ed.) (2019/in press). *Body, Lived Experience and Identities in the Era of Contemporary Crisis*.

5. FOUNDER AND DIRECTOR OF THE RESEARCH UNIT OF ECOLOGICAL PSYCHOLOGY AND EXPERIENTIAL, HEURISTIC AND NARRATIVE-DIALOGIC PSYCHOPEDAGOGY

The Research Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy was founded in 2000 in order to develop research and educational processes concerning alternative-experiential psychopedagogical approaches of learning and development of students and educators based mainly on qualitative research methodologies/methods. The main objective of the Laboratorial Unit is to facilitate and support students and educators in their work in the spirit of development and application of ecological/systemic, social-historical-cultural, dialogic and embodied perspectives concerning their personal development (self-awareness), sensitization and initiation to alternative-experiential psychopedagogical approaches. It seeks to develop interpretive and ecologically valid forms of understanding in combination with the issues of multimodality, action research, play-art-narrative-based research methods and ethnographic-phenomenological and biographical-narrative epistemologies-methodologies as approaches aspiring to represent lived experience and psychopedagogical processes, in the context of group dynamics using a variety of experiential, heuristic and dialogic-communicative practices, techniques, activities, modalities and genres of discourse and writing.

Educational and research projects developed by the Research Unit are part of the Department of Preschool Education undergraduate and graduate programs at the University of Crete [Pedagogical

Psychology, Seminars in Pedagogical Psychology, Seminars in Qualitative Research Methodologies/Methods, as well as in Arts-based, Play-based, Narrative-based, and Bodily-Kinetic-based Social-Moral Education, Learning and Development, supervision of students' dissertations (undergraduate, graduate and, Ph.D. level)]. Within the Research Unit trained and do their research graduate students (*Applications of Psychology in Education: Alternative-Experiential and Embodied-Multimodal Psychopedagogical Approaches*) and Ph.D. candidates related to the subject of the Pedagogical Psychology.

The basic activities of the Research Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy can be summarized as follows:

1. **Basic and applied research:** Basic and applied research in the field of psycho-pedagogical alternative approaches to issues primarily related to the process of student's and teacher's personal development, self-awareness and socio-moral education, learning and development. Within the Research Unit is using and developing a wide range of creative embodied-experiential multimodal practices and play-arts-narrative-based research methods [including visual methods (photography, video, film making) as well as methods based on visual arts, music, poetry, voice/singing, drama, dance-movement, etc.] within a group psychopedagogical participation. It aims to study theoretically, empirically and practically the role of lived experience, context, embodied and kinesthetic experience to educational, learning and developmental processes (mainly those concerned with self-knowledge, social-moral learning and personal development of students and educators). To better achieve its research goals, the Lab actively co-operates with other researchers from the Universities in Greece and abroad.
2. **Student education:** The Research Unit offers basic education in alternative psychopedagogical approaches to the students of the Department through a series of experiential and multimodal activities within the core courses in Pedagogical and Ecological Psychology as well as seminars and workshops. The Lab offers technical support and academic supervision for students doing qualitative research in Pedagogical Psychology for their diploma, master and Ph.D. theses.
3. **Academic-scientific development – links to the community:** One of the Lab's basic goals is the pursuit and development of scientific dialogue within the closer academic and educational community but also with the wider public community in Rethymnon and other cities of Crete. To this end, the Research Unit organizes several scientific seminars, workshops, symposia and conferences.

6. INTERDISCIPLINARY CONFERENCES AND SYMPOSIA ORGANIZATION

[1] **05 - 06 November 2004: Body, Education and Experiential Knowledge: Social-Cultural Practices and Dimensions of non Verbal Communication and Narration**

http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=109%3A2010-05-14-15-44-51&catid=36%3Asynedria&Itemid=177&lang=el

[2] **12 May 2006: Social-Historical-Cultural Dimensions of Learning and Developmental Processes**

http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=104%3A2010-05-14-15-39-01&catid=36%3Asynedria&Itemid=177&lang=el

[3] **18 May 2006: Psychopedagogical and Psychotherapeutic Functions of Play and Narratives**

http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=106%3A2010-05-14-15-41-09&catid=36%3Asynedria&Itemid=177&lang=el

[4] **24 November 2006: Seeking the Meaning and the Role of Storytelling and Fairytales: Critical Approaches, Processes of Creation and Reception, Psychopedagogical and Psychotherapeutic Dimensions**

http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=107%3A2010-05-14-15-41-56&catid=36%3Asynedria&Itemid=177&lang=el

- [5] **16 – 17 March 2007: Theory and Qualitative Research Methods: Perspectives and Limits**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=100%3A2010-05-14-15-27-26&catid=36%3Asynedria&Itemid=177&lang=el
- [6] **25 – 27 May 2007: Perspectives and Limits of Dialogism in Mikhail Bakhtin: Implications in Psychology, Art, Education and Culture**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=102%3A-mikhail-bakhtin-&catid=36%3Asynedria&Itemid=177&lang=el
- [7] **10 – 12 October 2008: Lived Experience, Metaphor and Multimodality: Implications for Communication, Education, Learning and Knowledge**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=99%3A2010-05-14-15-23-09&catid=36%3Asynedria&Itemid=177&lang=el
- [8] **11 December 2009: The Place of a Child in the Context of the New Forms of Living Together: New Challenges for Parents and Professionals of Mental Health**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=92%3A2010-05-14-15-10-22&catid=36%3Asynedria&Itemid=177&lang=el
- [9] **12 – 13 November 2010: Possibilities and Limits of Qualitative Methodologies in Psychology and Education: Expanding Perspectives**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=321%3A2010-11-05-15-53-56&catid=36%3Asynedria&Itemid=177&lang=el
- [10] **11 October 2011: Qualitative Research and Critical Psychopedagogy: Their Practices in Rural Areas of Brazil**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=488%3Apoiotikiereuna2011&catid=36%3Asynedria&Itemid=177&lang=el
- [11] **25 – 27 November 2011: Possibilities and Limits of the Arts-based Qualitative Methodologies: Expanding Horizons, Creating Links**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=475%3Apourkosvol3&catid=36%3Asynedria&Itemid=177&lang=el
- [12] **22, 23 & 24 June 2012: The Absent Presence of the Body in Social Sciences, Art, Education and Health Sciences: Methodological Issues and New Perspectives**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=519%3Aapousasimp osium&catid=36%3Asynedria&Itemid=177&lang=el
- [13] **22 – 26 May 2013: Lived Experience and Qualitative Research Approaches in Psychology and Education: Epistemological-Methodological Issues and New Perspectives**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=563%3Abiwmapsyhologiaekpaideysh&catid=36%3Asynedria&Itemid=177&lang=el
- [14] **13 & 14 July 2013: The Body as a Locus of Creating Social Meanings: Applications in Social Sciences, Art, Education and Health Sciences**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=564%3Abodysocialmeanings&catid=36%3Asynedria&Itemid=177&lang=el
- [15] **09 April 2014: Psychopedagogical Dimensions of Ecological and Systemic Approaches in Family and Education: Implications in Research Methodology and Educational Design**
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=586%3A2014-04-01-06-50-22&catid=36%3Asynedria&Itemid=177&lang=el

- [16] 16 – 19 June 2016: International Conference titled: “*Cultural-Historical, Activity and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development*”
<http://iscarconf.soc.uoc.gr/home.html>
<https://drive.google.com/file/d/0B3DD0GsuoU41V0hwaVg1eE12QVU/view>
- [17] 16 – 17 June 2016: Interdisciplinary Symposium titled: “*Human Body and Lived Experience in the Era of Contemporary Crisis under the Prism of Science and Art*” (in the context of International Conference titled “*Cultural-Historical, Activity and Sociocultural Research at Times of the Contemporary Crisis: Implications for Education and Human Development*”)
<http://iscarconf.soc.uoc.gr/preconf/pre1gr.html>
- [18] 29 March 2017: Interdisciplinary Symposium titled: “*The Body as a Locus of Lived Experience, Identities and Social Meanings: Implications for Education, Knowledge and Personal Development*”
http://www.edc.uoc.gr/ptpe/index.php?option=com_content&view=article&id=623%3Aachania-art&catid=36%3Asynedria&lang=en