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## **Curriculum vitae Elissavet Chlapana**

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**Post:** Assistant Professor in the Department of Preschool Education, Faculty of Education, University of Crete

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### **1. Education**

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[A] **Undergraduate Studies:** University of Crete, Department of Preschool Education 1998-2002.

[B] **Graduate Studies**

**1. Ph.D** in Sciences of Education, University of Crete, Department of Preschool Education, 2008-2012

**2. M.Ed.:** Preschool Pedagogics, University of Crete, Department of Preschool Education, 2002-2005.

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### **2. Jobs**

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**2014-2019:** Special Laboratorial Staff of Laboratory the Pedagogical Research and Application of the Department of Preschool Education, University of Crete.

**2017-2018 (spring semester):** External Teaching Associate, Open University of Greece, MA program "Sciences of Education: Special Needs Education and Training of Speakers with disorders of oral and written speech", thematic Section "Disorders of oral and written speech".

**2006-2014:** Permanent Special Laboratorial Staff of Laboratory the Pedagogical Research and Application of the Department of Preschool Education, University of Crete.

**2004-2006:** Kindergarten teacher at Public Schools.

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### **3. Courses in undergraduate and postgraduate studies**

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Language and ICT

Teaching methodology in preschool education

Oral and written language of preschool children

### 3. Scholarships

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**September 2003:** Scholarship by the Greek State Scholarships Foundation for postgraduate studies.

**September 2004:** Scholarship by the Greek State Scholarships Foundation for postgraduate studies.

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### 4. Participation in funded and non-funded research program (selective programs)

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**2020- ...:** Participation in the research group of the research program entitled " Enhancing Digital Literacy Skills: Good Practices for Early and Primary Years Education" which is conducted by the scientific organization ELINET (European Literacy Network), <https://elinet.pro/>

**2019-2021:** Research coordinator in the research program entitled: « *Didactic practices for helping kindergarteners improve their listening comprehension skills. Family-school cooperation*». Special Account for Research of the University of Crete (E.L.K.E.) (grant code 10592, amount awarded: 1,000.00€.)

**2015-2017:** Participation in the research group of the funded by European Union research program entitled «EQuaP – Enhancing Quality in Early Childhood Education and Care through Participation». [code: 2014-1-IT02-KA201-004091. EQUAP is an Erasmus+ Strategic Partnership in the field of School Education running between 2014 and 2017]

**2014-2016:** Participation in the research group of the funded by European Union research program entitled «European Literacy Policy Network» (ELINET) <EAC/S05/2013>. [ELINET is an umbrella organization for all organizations engaged in literacy policy making and promotion]

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### 5. Selective Publications

#### Articles in Journals, Edited Volumes and Conference Proceedings (with a review process)

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Chlapana, E. (2021). Didactic practices for helping kindergarteners improve their listening comprehension skills. Family-school cooperation. In *Proceedings of the 2nd World Conference on Education and Teaching* (pp. 1-12). Diamond Scientific Publishing. ISBN: 978-609-485-230-5. <https://www.dpublication.com/proceeding/2nd-etconf#Table-of-Contents>

Tzagkourni, E., Chlapana, E., & Zaranis, N. (2021). Implementing theoretical approaches using ICT in teaching English as a foreign language. *Education and Information Technologies*, 1-24. <https://doi.org/10.1007/s10639-021-10594-0>

- Chlapana, E., Zaranis, N., & Tzagkourni, E. (2020). The Utilization of Van Hiele's Levels on the Instruction of English as a Foreign Language With the Aid of ICT. In S. Papadakis, & M. Kalogiannakis (Eds.), *Mobile Learning Applications in Early Childhood Education* (pp. 302-323). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-1486-3.ch015
- Chlapana E. (2018). Enhancing kindergarten student teachers' conversation techniques in the context of their teaching practicum. *International Journal of Humanities, Social Sciences and Education*, 5, 1-11.
- Chlapana, E. (2017). Promoting kindergarteners' comprehension skills through story book reading. In *Proceedings of the 20<sup>th</sup> European Conference on Literacy* (pp. 618-532). Madrid: Complutense University.
- Chlapana E. (2016)<sup>1</sup>. An intervention programme for enhancing kindergarteners' comprehension skills through reading informational texts. *Literacy*, 50, 125-132.
- Chlapana, E., & Sotiropoulou-Zormpala, M. (2016). An alternative practice for teaching informational texts in kindergarten. In *Proceedings of the OMEP European Conference 2016: The Place of the Child in the 21st Century* (pp. 203-211). Canterbury: Christ Church University.
- Chlapana E., & Tafa, E. (2014). Effective practices to enhance immigrant kindergarteners' second language vocabulary learning through storybook reading. *Reading and Writing: An Interdisciplinary Journal*, 27, 1619-1640. DOI 10.1007/s11145-014-9510-7
- Linardakis, M., Trouli, K., & **Chlapana, E.** (2014). Effects of a rhythm development intervention on the phonological awareness in early childhood. *International Proceedings of Economics Development and Research*, 78, 49-53.
- Chlapana, E., Tafa, E., & Tzakosta, M. (2012). *The influence of family and social factors in the Greek vocabulary development of preschool immigrant children during their transition from family to school environment*. Proceedings of the conference Transition and continuity in education: in search of the context for the co-operation between children, adolescents, family, educational institutions and social services. Rethymno: University of Crete. [in Greek]
- Tafa, E. & Chlapana, E. (2007). Storybook reading methodological approaches in preschool classrooms: their contribution in text comprehension of preschool age children. *Epistimes Agogis*, 1/2007, 147-177. [in Greek]
- Chlapana, E. (2009). *Story structure differences and their relation with discussion quality during storybook reading*. In E. Tafa & G. Manolitsis (Eds.). *Emergent literacy: research and applications*. Athens: Pedio. [in Greek]
- Chlapana, E. (2011). The library corner organization in the preschool classroom and childrens' concepts about books. *Pedagogiki Theoria kai Praxi*. [in Greek]

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<sup>1</sup> The article was among the most popular papers for the year 2017 with 362 downloads.

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## 6. Selective and recent Presentations at Conferences

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Chlapana, E. (2021, October). *Didactic practices for helping kindergarteners improve their listening comprehension skills*. Family-school cooperation. Paper presented in the 2nd World virtual Conference on Education and Teaching, Budabest.

Chlapana, E. (2021, July). *An instructional programme for enhancing listening comprehension in kindergarten children through narrative text reading*. Paper presented in the UKLA 56th virtual International Conference, Oxford, UK.

Tafa E., & Chlapana, E. (2021, June). Enhancing Digital Literacy Skills For Children Aged 3-6 Years. Paper presented in the Symposium titled *ELINET (European Literacy Network Association) framework on digital literacy* conducted in the *Language Education for Social Justice online conference, 37th Summer School of Applied Language Studies*. Jyväskylä, Finland.

Sotiropoulou-Zormpala, M. & Chlapana, E. (2019, August). Teaching vocabulary in kindergarten through analytic instruction and arts integration: An innovative approach. Paper presented at the *The 18<sup>th</sup> Nordic Literacy Conference & The 21<sup>st</sup> European Conference on Literacy*. Copenhagen, Denmark.

Chlapana, E. (2018, July). In-door and out-door educational activities for fostering book reading and narrative skills in kindergarten children. Paper accepted for presentation at the *International Symposium for Improving Literacy Policies and Practices across Europe*, Cologne.

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## 7. Participation in Scientific Associations

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- International Literacy Association
- Greek Literacy Association (Board member)
- Educational Association of Greece

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## 8. Reviewer in scientific journals

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- Preschool & School Education (Greek journal)
- International Journal of Early Years Education
- Journal of Research in Childhood Education
- Literacy
- Language Matters
- International Journal of Early Childhood