

Curriculum Vitae of George Grollios

Personal information:

Present position: Professor in Pedagogy with an emphasis on Curriculum, Head of the Department of Pedagogy and Social Exclusion, School of Primary Education, Aristotle University of Thessaloniki.

Collaboration Hours: Monday, 12.00-15.00.

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Education and degrees:

1982: B.Sc. in Pharmacy, School of Pharmacy, Aristotle University of Thessaloniki.

1993: B.Ed. in Education, School of Primary Education, Aristotle University of Thessaloniki.

1995: Ph.D in Pedagogy, School of Primary Education, Aristotle University of Thessaloniki.

Languages: English.

Previous posts

1985-1998: Primary Education Teacher at various elementary schools in the area of Central Macedonia

1998-2004: Lecturer in Pedagogy, School of Primary Education, Aristotle University of Thessaloniki.

2004–2006: Assistant Professor in Pedagogy, School of Primary Education, Aristotle University of Thessaloniki.

2006–2010: Associate Professor in Pedagogy with an emphasis on Curriculum, School of Primary Education, Aristotle University of Thessaloniki.

Management Positions

2007-2009 and 2010-2011: Deputy Head of “Dimitris Glinos” Teachers’ College of Primary Education (Didaskaleio)

2009–2010: Head of “Dimitris Glinos” Teachers’ College of Primary Education (Didaskaleio)

2009-2013: Head of the School of Primary Education, Aristotle University of Thessaloniki.

Research Profile

My main research interests focus on paradigms of curriculum theory and practice with an emphasis on progressive education and critical pedagogy. In a number of articles that I wrote in the past 15 years concerned with the meaning of the project method and the welfare state, I have attempted to unfold the multifaceted terrain of progressive education, to analyse its theoretical concepts and examine its practical understandings. This same topic is further elaborated in my monograph *Progressive Education and the Curriculum* (2011, Epikentro Editions). Through an analysis of major socio-political and economic events taking place during 20th century era in USA, the monograph discusses the historical path of the movement of progressive education, examines its breadth of influence and investigates in detail the different viewpoints conveyed by progressive educators for the design and development of the public school curriculum. The monograph is the first of its kind in Greece and it fills an important gap in contemporary bibliography.

Critical pedagogy represents a distinct paradigm of education, directly concerned with the processes of nurturing social transformation and reforming democracy through education. My first book on critical pedagogy *Literacy and Consciousness* (2003, Metaixmio Editions) was co-authored with a number of colleague-teachers. The book represented a practical

application of Paulo Freire's pedagogical approach in the teaching of Greek language and analysed the theoretical framework, the design, the implementation and the evaluation of a number of Greek language courses offered to immigrants in the context of the "Ulysses" school, an autonomous, community-run institution created by teacher-volunteers. Paulo Freire's life, work and pedagogical ideas about the public school curriculum is the subject of my monograph *Paulo Freire and the Curriculum*, (2005, Vaniias Editions), which has been translated in English (Paradigm Publishers, 2009) and has been introduced by a number of scholars with world-wide recognition in the field of critical pedagogy. Finally, a significant contribution to the same field is the book *Critical Pedagogy. A Collection of Essays* (2010, Gutenberg Editions), which I co-edited with Panagiota Gounari. The book comprises twenty chapters of key critical pedagogy texts from educators and theorists and is supported by a detailed, analytical and comprehensive introduction that serves as a historical overview of critical pedagogy in the United States.

Another major theme that weaves through my research and publications is European educational policy and its implications for public education and social reform. A significant number of my publications are concerned with major trends in European educational policy, the meanings of ideological constructs widely used in the rhetoric about educational reform such as the terms 'Information Society', and 'Knowledge Society', the relationship between education and globalization, the application of neo-liberal and neo-conservative ideas in the production of 'new' futures for public education across Europe, as well as the critical investigation of European official documents and initiatives for education and training. A notable example of my preoccupation with educational policy at European level is my monograph *Ideology, Pedagogy and Educational Policy. Discourse and Practice of the European Programmes for Education* (2005, Gutenberg Editions). The monograph analyses the educational policies, the ideology and the pedagogical ideas illustrated in European programmes for education, such as Socrates and Comenius and investigates their viability and applicability in terms of offering a realistic solution to the socio-political crisis pervading European integration.

Publications

My research output so far includes:

- ❖ 6 Monographs and Books,
- ❖ 2 Book Editions (author of the introduction)
 - Apple, M. (2008), *Official Knowledge*, Thessaloniki: Epikentro Editions, 396 pg.
 - Gounari, P. & Grollios, G. (2010), *Critical Pedagogy: A Collection of Essays*, Athens: Gutenberg Editions, 771 pg.
- ❖ 44 articles (most in peer-reviewed journals and conferences),
- ❖ 13 chapters in books,
- ❖ 67 presentations in conferences and workshops,
- ❖ 1 Book translation in Greek
 - Ball, S. & Youdell, D. , 2011, *Secret Privatisation of Public Education*, Athens, Institute of Pedagogical Studies of the Hellenic Federation of Teachers, 140 pg.

Considering that the vast majority of my publications are written in Greek, they have been well cited; 225 citations.

PhD and MEd supervision

As first supervisor, I have graduated 12 MEd/MPhil students and 1 PhD student. Currently, I am supervising 5 PhD students as first supervisor. I have examined 13 PhDs and 7 Med/Mphil students.

Social and Community Work – Partnerships

I agree with the view that teachers and educators should perceive themselves as intellectuals, as thinking agents of change and intervention. Thus, university professors as public intellectuals need to acknowledge themselves as political beings working in sites of knowledge production and reproduction, which may also be seen as arenas for debate,

democratic practice, collective work and social struggle. As such, scholars in the academy do not simply describe social life as though they are not participating in it, but instead they intervene into contexts of power in order to enable people to act more strategically in ways that may change their context for the better. This viewpoint has been decisive for my career and research path, a representative feature of which is my preoccupation to work, publish and research mainly in and within the community of teaching practice. In this context:

- In the past 10 years I have given more than 100 lectures and speeches to various primary and secondary teachers' unions, education societies and political collectivities, pedagogical associations, university student unions, and municipalities.
- I am actively involved in a variety of educational research and policy initiatives organized by the Institute of Pedagogical Studies of the Hellenic Federation of Teachers (Didaskaliki Omospondia Ellados)
- I am one of the founders of the 'Ulysses' School of Thessaloniki at 1996, an autonomous and collective project, based on community and social work, in which primary and secondary school teachers offer voluntarily various courses to immigrants in Greece. To date more than 2000 immigrants have learned to read and write in Greek through the courses offered at the school and at the same time learning to contest for their social and political rights.

Research Monographs and Books

1. Grollios, G. (2011) (In Greek) *Progressive Education and the Curriculum*. Thessaloniki – Greece: Epikentro Editions (284 pg).
2. Grollios, G. (2009) (In English) *Paulo Freire and the Curriculum*. Boulder-Colorado: Paradigm Publishers. Reviewed Edition with Introduction by Henry Giroux, Panayota Gounari and Donald Macedo (171 pg) [1 citation].
3. Grollios, G. (2005) (In Greek) *Paulo Freire and the Curriculum*. Thessaloniki – Greece: Vantias Editions (307pg) [42 citations].
4. Grollios, G. (2005) (In Greek) *Ideology, Pedagogy and Educational Policy: Discourse and Practice of the European Programmes for Education*. Athens: Gutenberg (198 pg) [62 citations].
5. Grollios, G., Karandaidou, R., Korombokis, D., Kotinis, C. & Liambas, T. (2003) (In Greek) *Literacy and Consciousness: A Pedagogical Approach Based on the Theory of Paulo Freire*. Athens: Metaixmio Editions (241 pg) [28 citations].
6. Grollios, G & Tzikas, C. (2002) (In Greek) *Hegemony, Pedagogy and Educational Policy. The Journal 'Epistimoniko Vima tou Daskalou' (1953-1967)*. Athens: Metaixmio Editions (271 pg) [13 citations].

Representative Publications

1. Grollios, G. (2012) "The Economic, Social and Political Crisis and the Directions for Practice of Radical Educators in Greece". In Tsagaridou, N. et al (Eds) *Crisis and the Role of Pedagogy: Institutions, Values, Society*. Proceedings of the 12th Conference of the Cyprus Pedagogical Association, 8-9 June 2012.
2. Grollios, G. (2011) "The Language Problem and the Educational Policy of the After-War Left: The Ideas of George Athanasiadis". Proceedings of the 6th International Scientific Conference on the History of Education "*History of Education: Greek Language and Education*", University of Patras, Department of Primary Education, 30Sept. – 2Oct. 2011.
3. Grollios, G. (2011) "An Alternative Perspective on Curriculum Planning". In Stergioulas, L. & Drenoyianni, H. (Eds) *Pursuing Digital Literacy in Compulsory Education*. New York: Peter Lang, pp.179-194, and Proceedings of the International Conference on Digital Literacy "*Pursuing Digital Literacy in the 21st Century*", 17-18th November 2008, Brunel University, London UK.

4. Gounari, P. & Grollios, G. (2011) "Distance Learning in Teacher Education: A Critical Review". In Tseles, D., Malafantis, K. and Pamoutsoglou, A. (Eds) *Education, Science and Society*. Athens: Sygxroni Ekdotiki Editions.
5. Grollios, G. & Gounari, P. (2010) "Theoretical Approaches of the Project Method in Greece". Proceedings of the *International Technology Education and Development (INTED) 2010 Conference*, Valencia, Spain, pp. 3105-3113.
6. Gounari, P. & Grollios, G. (2010) "New Information and Communication Technologies as Spaces for Critical Literacy". In Proceedings of *International Technology Education and Development (INTED) 2010 Conference*, Valencia, Spain, pp. 3097-3104.
7. Grollios, G. (2009) "Social Reconstruction and the Curriculum". In Proceedings of the 13th International Conference of the Greek Pedagogical Association "*Curricula and School Textbooks: Greek Reality and International Experience*". Ioannina, Greece 20-22 September 2009.
8. Grollios, G. (2009) "Social Justice and Public education". In Proceedings of the 5th International Scientific Conference "*Education and Social Justice*". University of Patras, Department of Primary Education, 3 – 5 October 2008.
9. Grollios, G. (2008) "The Neoliberal – Neoconservative Reform in Greek Education". In Hill, D. (Ed) *The Rich World and the Impoverishment of Education. Diminishing Democracy, Equity and Worker's Rights*. New York, Routledge, pp. 156-173.
10. Grollios, G. (2005) "Pedagogical Content Knowledge and the Teacher-Learner Relationship". In Trilianos, A. & Karaminas, I. (Eds) *Learning and Teaching in the Knowledge Society*. Proceedings of the 5th International Conference. National and Capodistrian University of Athens, Department of Primary Education, Vol. 1, pp. 172-179.
11. Grollios, G. & Angelis, L. (2003) "From the White Paper to the Concrete Future Objectives of Education and Training Systems in Europe", *European Education*, Vol. 35, No. 2, pp.75-93.
12. Grollios, G. and Kaskaris, G. (2003) "From Socialist-Democratic to Third Way Politics and Rhetoric in Greek Education (1997-2002)", *Journal of Critical Education Policy Studies*, Vol. 1, No 1 (11 pages).

Representative Invited Presentations

1. 8th Panhellenic Conference with International Participation, Ioannina 2-4 November 2012. Invited Lecture on the theme: "*Approaching the Social and Political Studies' Pilot Curriculum for the Primary School*".
2. 8th Educational Conference of the Greek Federation of Secondary Education State School Teachers "*Curricula and Textbooks for Secondary Education*", Chania – Crete, Greece, 8-10th May 2008. Invited Lecture on the theme: "*Designing Curriculum*".
3. Meeting of the Panhellenic Federation of Primary State School Teachers titled "*New Curricula and Textbooks*", Trikala, Greece, 3rd May 2007. Invited Lecture on the theme: "*The New Curricula and the Teaching of the subject of Greek Language*".
4. 20th Joint Educational Conference of the Panhellenic Federation of Primary State School Teachers and the Pan-Cypriot Federation of Primary State School Teachers titled "*The All-Day School 10 Years after its Establishment – Experiences and Prospects*", Heraklion – Crete, Greece, 26-28 April 2006. Invited Lecture on the theme: "*Perspectives of the All-Day School*".
5. 18th Joint Educational Conference of the Panhellenic Federation of Primary State School Teachers and the Pan-Cypriot Federation of Primary State School Teachers titled "*Globalization and Education: Public Schooling in the New Environment*", Rhodes, Greece, 14-15 April 2004. Invited Lecture on the theme: "*Globalization, European Integration and Education*".
6. Meeting of the Greek Federation of Secondary Education State School Teachers and the Center of Research and Documentation titled "*Interdisciplinary Approaches – Flexible Zone in Compulsory Education*", Athens, Greece, 18th March 2004. Invited Lecture on the

theme: *“Interdisciplinarity and Integration at the New Interdisciplinary Framework of the Curricula”*.

7. Meeting of the Journal Educational Community titled *“The School that Changes: All Day Schools, New Subjects, New Curricula, New Methods of Teaching”*, Athens 25th May 2003. Invited Presentation on the theme: *“Integration in the New Curricula for Compulsory Education”*.

8. Two day seminar of the Marasleion Academy of Primary Education Teachers, Department of Primary Education, National and Capodistrian University of Athens titled *“Curricula, Flexible Zone, Adult Education”*, Athens 9-10 May 2003. Invited Presentation on the theme: *“Goals of the Integrated Framework of the New Curricula and European Educational Policy”*.

9. Meeting of the Panhellenic Association of Teachers of Environmental Education – Unit of Central Macedonia titled *“School and Flexible Zone of Innovative Action”*, Thessaloniki, 10th April 2002. Invited presentation on the theme: *“Innovation in Education”*.

Organization of International Conferences

1. Member of the Steering Committee of the 7th Panhellenic Conference of the Pedagogical Association and the Faculty of Education of the University of Crete titled *“Greek Pedagogy and Educational Research”* (Rethymnon, 19-21 November 2010).

2. Member of the Organizing Committee of the 1st Session of the Heads of the Greek Pedagogical Departments (Thessaloniki, February 2010).

3. Member of the Steering Committee of the 1st Panhellenic Conference of the Science of Education, Department of Primary Education, National and Capodistrian University of Athens in cooperation with other Faculties of Education (Athens, 28-31 May 2009).

4. Member of the Organizing Committee of the one-day conference of Didaskalion “Dimitris Glinos” and the teacher-training union of the Department of Primary Education, Aristotle University of Thessaloniki titled *“Critical Pedagogy and Educational Policies: The role of Teachers”* (Thessaloniki, 8th October 2007).

5. Member of the Steering and Organizing Committees of the International Conferences organized by the Department of Primary Education, Aristotle University of Thessaloniki and the Didaskalion “Dimitris Glinos” titled *“Educating Language Minorities”* (Thessaloniki, 18-19 May 2007 and 1-2 June 2002).

6. Member of the Advisory Committee of the 4th Annual Conference with International Participation of the Unit of Methodology and Education Programmes of the University of Patras, Department of Early Childhood Education titled *“The Teacher and the European Dimension in Education”* (Patra, 17-19 May 2002).

Memberships to Editorial Boards and Associations

1. Member of the Greek Association of *Comparative Studies in Education* (since 2000).

2. Member of the International Editorial and Advisory Board of the Journal *“Novitas Royal. Research on Youth and Language”* (since 2007).

3. Member of the Editorial Board of the Journal *“Action Research”* (since 2010).

4. Member of the Greek Pedagogical Association (since 2011)

4. Member of the Editorial Advisory Board of the *“Journal for Critical Education Policy Studies”* (since 2012).

SUMMARIES OF MODULES

- (A-8) Preparation, Conducting and Evaluation of Teaching

Semesters G and H (21 credits)

The subject's syllabus is focused mainly on the analysis and the reasoning of the theoretical arguments of 5 Schools of Pedagogical Thought, examining, thus, the main themes and issues, the content, the methods and the equipment of didactics and teaching in each of them. More specifically the subject covers:

A) Pedagogic theories

1) The socio-political conditions and philosophical under-pinning related with the appearance and dominance of F. Herbart's Pedagogy in 18th century Germany. The basic elements of Herbartian Pedagogy (i.e. the five practical ideas as pedagogic objects, the vivid psychology, cybernetics, the organization of subject's content, the teaching and the education, the five stages of teaching); the theoretical-practical criticism against the traditional pedagogy from different trends of pedagogic thought.

2) The socio-political foundations of Progressive Education's movement in the USA. The main representative of Progressive Education's movement J. Dewey, the child-centered views of S. Hall, the social reconstruction developed by G. Counts, H. Rugg and T. Brameld. Also, the course outline examines the educational experimentations in the USA (i.e. W. Parker's school, Platoon's school, Dalton and Winnetka plan, the Project method), and, the criticism against the Progressive education movement from other pedagogic frameworks of the thought and practice.

3) The cooperative learning movement and the cooperative teaching/learning (i.e. its theoretical foundations, the roots of cooperative teaching, the formation of pupils' teams, the methods of collaborative teaching, the instruction, the learning and the interplay in pupils' teams in the collaborative teaching/learning, the consequences of cooperative teaching and learning on the individual and the society) and the criticism against the collaborative teaching/learning.

4) The programme of study and reflects upon the actual reasons of the emergence and dominance of the technocratic perceptions for education in the USA; the technocratic aspects for curriculum's development and evaluation (i.e. the F. Bobbit's perceptions, the formal formation of planning of the school curriculum by R. Tyler, the Taxonomy of Educational Objectives by B.S. Bloom); the international spread of technocratic perceptions; and; finally, the contemporary criticism against them.

5) The content and the structure of the Pedagogy of Liberation by Paulo Freire. The basic elements of Pedagogy of Liberation (that is, the political nature of education and literacy; the searching about generative themes for curriculum's construction; the criticism against the notion of banking education; and; the conditions that generate and promote the pedagogic dialogue). We shall look at the international influence of Pedagogy of Liberation and the criticism regarding Freirean Pedagogy of/for Liberation.

B) Pupil's assessment

The emphasis is placed towards pupil's assessment. The course offers a deep-stated awareness about the meaning of the pupil's assessment, examining the historical, ideological and socio-political roots and dimensions of assessing systems (focused mainly on the analysis and the reasoning of the theoretical arguments of: M. Weber, T. Parsons, M. Foucault, P. Bourdieu, S. Bowles & H. Gintis), the studies and the pedagogic function of the assessment procedures, analyzing the history of pupil's assessment in the Greek elementary school.

In addition, the course explore considers:

I) the types of assessment (i.e. diagnostic, formative, summative), the forms of assessment (i.e. criterion referenced assessment, norm referenced assessment, self-referenced assessment) and their contribution to the rising of learning;

II) the role of question, the support and feedback in assessment (based on the views about the learning of Piaget, Vygotsky, Bruner, Bloom);

III) the methods for assessing knowledge (i.e. exams, tests, objective tests, oral assessment) and their characteristics; the assessment based on Bloom's taxonomy (i.e. tasks/objectives,

performance criteria); the reinforcement and the motivations for learning; the self-assessment and the peer assessment; the portfolio assessment;
IV) grading schemes and the measurement (i.e. grades, marks); the descriptive assessment;
V) influences of the forms/types of assessment on the selection, organization and formation of school knowledge;
VI) consequences of assessment on the form/method of teaching on the pedagogic relationship, and, on the relations among pupils/parents.

C) Teaching practice

The students participate in small groups of five persons in the teaching practice. In a number of public Elementary schools of Thessaloniki for two weeks the students attend the teaching of a teacher in a certain classroom, using a recording list (about the objectives, the methods, the forms the equipments and the assessment of teaching). Afterwards, in the same classrooms for six weeks, each student teaches different subjects of the curriculum adopting different methods each week, a method reflecting the characteristics of the pedagogic norm presented during the lectures along the semester.

- **(A-21) Curriculum: Theory and Praxis**

Semester A (3 credits)

The aim of this course is to present and discuss different perspectives on curriculum planning. The term 'curriculum planning' refers to positions regarding the process, that is the sequence of the curriculum planning phases, the subjects who define it, as well as its goals and content. The term 'perspective on curriculum planning' entails a specific way of viewing curricula, a theoretical and practical approach to the issue of curriculum planning. It has a normative rather than a descriptive character, since it refers to the positions on the ways according to which a curriculum should be planned.

More specifically, we discuss positions that deal with the goals, the content and the roles assumed by teachers and students in building and implementing curricula on the basis of the following perspectives

- 1) traditional
- 2) child-centered
- 3) social efficiency
- 4) social reconstruction
- 5) learning the structures of the disciplines
- 6) critical social reconstruction