

CV

(PhD) Venianaki Aikaterini

Laboratory Teaching Staff, Department of Psychology, University of Crete.

Discipline / Specialization: Educational Psychology/Teacher- Psychologist

Courses offered at the Undergraduate Level: (i) Intelligence: Theories and Theories and Concern for Intelligence (PSY-2104), (ii) Emotional Intelligence and School (Seminar) (PSY-3320), (iii) Writing an academic paper (Lab) (PSY-4721), (iv) Learning Difficulties (PSY-3319), and (v) The Contribution of Psychological studies to Intelligence in the Educational Process (Seminar) (PSY-3112).

Studies

Ph.D., Educational Psychology, Department of Primary Education, University of Crete, Greece.

M.Sc., Education Psychology and Research Methods, Department of Primary Education, University of Crete, Greece.

B.A., Psychology, University of Crete, Greece.

B.A., Department of Primary Education, University of Aegean, Greece.

Professional career/experience

1/9/2022-now: Course Leader in the Vocational Training and Lifelong Learning Centre of University of Crete in the program: Writing an academic essay.

2022 (Spring Semester): Teaching in the Postgraduate Interdisciplinary program of Special education, University of Crete.

Teaching for two years (as a collaborating teaching Staff) in the Postgraduate Interdisciplinary Distance Learning Program "Special Education" of the University of Nicosia in collaboration with the University of Patras.

2011-2013: Teaching, as an academic teaching staff (407/80) at the Department of Primary Education in the University of Crete.

2008-2017: Head of the Public Centre for Diagnosis and Support to Children with special needs (KE.D.D.Y in Chania, Crete).

1998-2004: Primary Education Teacher in Special Education, Crete.

2002-2003: Director of the 1st Special School in Chania, Crete.

1999: Teaching the course "Social Psychology" in Chania Vocational training institute.

1988-1998: Primary Education Teacher in General Education, Crete.

Training Educator/Coordinator

2011: Training educator of Members of Counselling Structures and Administrative Structures in the educational system (Ministry of Education).

2007-2010: Training educator of teachers (Primary and Secondary Education) concerning handling students with learning and behavior problems (Ministry of Education)

2004-2009: Educator in parents' training program (parental skill development) (Ministry of Education).

2016-2017: Coordinator in training teachers in General Education (Ministry of Education).

2010-2015: Leader of teachers' group supporting the inclusion of students with disabilities and/or special educational needs (Ministry of Education).

2009-2015: Training educator of general and Special Education teachers (Primary and Secondary Education). P.E.K. Heraklion, Crete.

2013: Training educator of Primary education teachers in the program: "Educating teachers in Attention Deficit Hyperactivity Disorder: ". KANEP-GSEE.

2005-2012: Training educator of Parents (486 hours, school of parents), (Ministry of Education).

2011: Training educator of teachers in the major teacher training program from the Pedagogical Institute (200 hours).

2010: Training educator of general education teachers in Special Education (70 hours). University of Aegean.

2008: Educator in teachers' training program "Management of school classroom problems". Heraklion and Chania. Pedagogical Institute.

1998-2004: I was trained on family and group counselling by Experts in Mental Health. I participated in the Family Therapists' group at the Centre of Mental Health in Chania.

Certifications

2015: Certification in children and adolescents with ADHD Assessment and Treatment). Medical School of the National Kapodistrian University of Athens - Child Psychiatry Clinic for Children "Agia Sophia".

2013: Certification for guidance Primary and Secondary Education Teachers.

2007- 2008: Certification as a Training Educator of Teachers.

Reviewer in journals/conferences

2019: Reviewer in the “International Journal of Educational Methodology”.

2016: Reviewer in the 1st Hellenic Conference proceedings of Society and Education: Relationships under negotiation.

Selected Publications

- Doulia, A., & Venianaki, A. (2015). Using Incomplete Tales in Group Role-Playing to Educate Teachers against School Bullying. *International Journal of Humanities and Social Science*, 5, 6(1), 51-56.
- Venianaki, A. (2015, October, 9-11). *Presentation of a systemic approach intervention program regarding to a student with ADHD and emotional difficulties* [Paper Presentation]. 1st Hellenic Conference about ADHD: From the child to the adult. Hellenic Society for the Study of ADHD. Athens, Greece.
- Venianaki, A. (2011). Decoding and reading comprehension of male and female third grade students of Primary School in the Province of Mylopotamos, Municipality of Rethimnon Crete. *Modern society, Education and Mental Health*, 4, 257-297.
- Venianaki, A. (2011). Ways to deal with behavioral problems in school. In E. Papanis, P. Giavrimis & A. Viki (Eds), *Dilemmas and perspectives in special education* (pp.71-96). Grigoris Publications.
- Venianaki, A. (2014). Parents’ and teachers’ agreement on behavior problems in children with reading problems. In C. Pracana (ed.). *Psychological Applications and Developments: Proceedings. Advances in Psychology and Psychological Trends Series* (pp.165-173). Lisbon: in Science Press.
- Venianaki, A., & Doulia, A. (2016). The content of Collaboration between general education teachers and co-teachers in Elementary Schools. *Journal of Education & Social Policy* 3 (3), 88-96.
- Venianaki, A., & Georgiadi, M. (2021). *Writing an academic paper*. Gutenberg.
- Venianaki, A., Timplalexi, E., & Dafermos, M. (2021). The medicalisation of learning difficulties through the prism of Bronfenbrenner’s bioecological approach: the case of the remote and mountainous areas of Chania Prefecture. *Outlines. Critical Practical Studies*, 23 (1),138-180. <https://doi.org/10.7146/ocps.v22i1.121453>
- Venianaki, A., & Zervakis, S. (2017). Teachers’ perceptions about the obstacles for the implementation of collaborative practices. In *Conference proceedings of Society and Education: Relationships under negotiation*, 1, 183-190.
- Venianaki, A., & Zervakis, S. (2015). Collaboration Practices between Special Education Teachers and Mainstream Teachers in Secondary Education. *Journal of Education & Social Policy*, 2 (6), 42-46.

