

## Manuscripts in Peer Reviewed International Journals

1. **Avraamidou, L.** (2021). [More than just a woman physicist](https://physics.aps.org/articles/v14/75). *Physics*, 14(75). <https://physics.aps.org/articles/v14/75>.
2. **Avraamidou, L.** (2021). Identities in/out of physics and the politics of recognition. *Journal of Research in Science Teaching*. 1-49. <https://onlinelibrary.wiley.com/doi/full/10.1002/tea.21721>
3. Smith, T., **Avraamidou, L.**, Adams, J. D. (accepted). Culturally relevant/responsive and sustaining pedagogies in science education: theoretical perspectives and curriculum implications. *Cultural Studies in Science Education*.
4. Munfaridah, N., **Avraamidou, L.**, & Goedhart, M. (accepted). Preservice Physics Teachers' Development of Physics Identities: The Role of Multiple Representations. *Research in Science Education*.
5. Van der Leij, T., **Avraamidou, L.**, Wals, A., & Goedhart, M. (accepted). Biology Students' Morality when engaged with Moral Dilemmas in the Human-Nature Context. *Frontiers in Education - STEM Education. Special Issue: Science Education for Citizenship through Socio-Scientific issues*.
6. Drymiotou, I., Constantinou, C. & **Avraamidou, L.** (accepted). Career-based scenarios as a mechanism for fostering students' interest in science and understandings of STEM careers. *International Journal of Designs for Learning*.
7. Van Der Leij, T., **Avraamidou, L.**, Wals, A., & Goedhart, M. (2021). Supporting Secondary Students' Morality Development in Science Education. *Studies in Science Education*, 1–41. <https://doi.org/10.1080/03057267.2021.1944716>
8. **Avraamidou, L.** & Schwartz, R. (2021). Who aspires to be a scientist/who is allowed in science? Science identity as a lens to exploring the political dimension of the nature of science. *Cultural studies of science education*.
9. Duschl, R., **Avraamidou, L.** & Azevedo, N-H. (2021). Data-texts in the sciences. *Science & Education*, 1-23.
10. Heeg, D. & **Avraamidou, L.** (2021). Life-experiences of female students in physics: The outsiders within. *Eurasia Journal of Mathematics, Science and Technology Education* 17 (7), em1983.
11. Marosi, N., **Avraamidou, L.** & Galani, L. (2021). Culturally relevant pedagogies in science education as a response to global migration. *SN Social Sciences* 1 (6), 1-20
12. Drymiotou, I., Constantinou, C. & **Avraamidou, L.** (2021). Enhancing students' interest in science and understandings of STEM careers: the role of career-based scenarios. *International Journal of Science Education*, 1-20.
13. Munfaridah, N., **Avraamidou, L.** & Goedhart, M. (2021). The Use of Multiple Representations in Undergraduate Physics Education: What Do we Know and Where Do we Go from Here? *EURASIA Journal of Mathematics, Science and Technology Education* 17 (1), em1934.
14. MR Jimenez-Liso, M Martinez-Chico, & **Avraamidou, L.** (2021). Scientific practices in teacher education: the interplay of sense, sensors, and emotions. *Research in Science & Technological Education* 39 (1), 44-67.
15. Dillon, J. & **Avraamidou, L.** (2021). It's time to rethink science education. *Education in Chemistry*.
16. Dillon, J. & **Avraamidou, L.** (2021). Towards a viable response to COVID-19 from the science education community. *Association for Science Education Journal*, 40-45.
17. Dillon, J. & **Avraamidou, L.** (2020). Towards a Viable Response to COVID-19 from the Science Education Community. *Journal for Activist Science and Technology Education*, 11(2), 1-6. [https://doi.org/\(...\)37/jaste.v11i2.34531](https://doi.org/(...)37/jaste.v11i2.34531)
18. **Avraamidou, L.** (2020). "I am a young immigrant woman doing physics and on top of that I am Muslim": Identities, Intersections, and Negotiations. *Journal of Research in Science Teaching*, 57(3), 311-341. DOI: 10.1002/tea.21593
19. **Avraamidou, L.** (2020). Science identity as a landscape of becoming: rethinking

- recognition and emotions through an intersectionality lens. *Cultural Studies of Science Education*, 15, 323-345. DOI : 1007/s11422-019-09954-7
20. Themistokleous, S., **Avraamidou, L.**, & Vrasidas, C. (2020). Mobile Games for Negotiated- Play and Decision-Making in Health Literacy. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(9), 1-12. [em1873]. <https://doi.org/10.29333/ejmste/8352>, <https://doi.org/10.29333/ejmste/8352>
  21. Lammers, A., Goedhart, M. J., & **Avraamidou, L.** (2019). Reading and synthesising science texts using a scientific argumentation model by undergraduate biology students. *International Journal of Science Education*, 41(16), 2323-2346. doi.org/( )9500693.2019.1675197.
  22. Rut, J.L., Chico M.M., & **Avraamidou, L.** (2019). Scientific Practices in Teacher Education: The interplay of sense, sensors, and emotions. *Research in Science & Technological Education*. DOI: 1080/02635143.2019.1647158.
  23. Skayia, A., **Avraamidou, L.** & Evagorou, M. (2019). How Preservice Elementary Teachers Develop Their Personal Philosophies About Science Teaching: The Role of Informal Science Approaches. *Journal of Research in Science, Mathematics, and Technology Education*, 72-83.
  24. Wei, B., **Avraamidou, L.** & Chen, N. (2019). How a beginning science teacher deals with practical work: An explorative study through the lens of identity. *Research in Science Education*. DOI: 10.1007/S11165-019-9826-z.
  25. **Avraamidou, L.** (2018). Stories we Live, Identities we Build: How are elementary teachers' science identities shaped by their lived experiences? *Cultural Studies of Science Education*. DOI: 10.1007/s11422-017-9855-8.
  26. **Avraamidou, L.** (2017). A well-started beginning elementary teacher's beliefs and practices in relation to reform recommendations in science education. *Cultural Studies of Science Education*, 12(2), 331-353.
  27. Prins, R., **Avraamidou, L.** & Goedhart, M. (2017). Tell me a story: the use of narrative as a learning tool for natural selection. *Educational Media International*, 54(1), 20-33.
  28. Drumond-Viera, R., Florentino de Melo, V. , **Avraamidou, L.** & Avelar Lobato, J. (2017). Reconceptualizing scientific literacy: The Role of students' epistemological profiles. *Education Sciences*, 47(7), 1-18
  29. **Avraamidou, L.** (2016). Intersections of Life Histories and Science Identities: The stories of three preservice elementary teachers. *International Journal of Science Education*, 35(5), 861-884.
  30. Zacharia, Z., Lazaridou, P., & **Avraamidou, L.** (2016). The use of mobile devices in supporting elementary school students' conceptual understanding about plants. *International Journal of Science Education* 38(4), 596-620.
  31. **Avraamidou, L.** (2016). Stories of self and science: Preservice elementary teachers' identity work over time and across contexts. *Pedagogies: An international journal*, 11(1), 43-62. DOI: 10.1080/1554480X.2015.1047837.
  32. Koutromanos, G., Sofos, L., & **Avraamidou, L.** (2015). The use of augmented reality games in education: A review of the literature. *Educational Media International*. 52(4), 253-271. DOI: 10.1080/09523987.2015.112598.
  33. Vrasidas, C., **Avraamidou, L.**, Theodoridou, K., Themistocleous, S. & Panaou, P. (2015). Science fiction in education: Case studies from classroom implementations. *Educational Media International*. DOI: 10.1080/09523987.2015.1075102
  34. Theodoulou, P., **Avraamidou, L.** & Vrasidas, C. (2015). Flow and the pedagogical affordances of computer games: A case study. *Educational Media International*. DOI:10.1080/09523987.2015.1101223
  35. **Avraamidou, L.** (2015). Reconceptualizing elementary teacher preparation: A case for informal science education. *International Journal of Science Education*, 37(1), 108-135.

36. Skayia, A. & Avraamidou, L. (2015). The role of informal science environments on preservice elementary teachers' learning. *Science Education: Research & Praxis*, 54, 35- 46
37. Georgiou, N. Filippidi, R., Photiou, Z. & **Avraamidou, L.** (2015). Preservice elementary teachers' views about gravity, day-night, and seasons. *Science Education: Research & Praxis*, 46-47, 30-50.
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39. **Avraamidou, L.** (2014). Studying science teacher identity: Current insights and future research directions. *Studies in Science Education*, 50(2), 145-179.
40. **Avraamidou, L.** (2014). Tracing a Beginning Elementary Teacher's Development of Identity for Science Teaching. *Journal of Teacher Education*, 65(3), 223-240.
41. Murmann, M. & **Avraamidou, L.** (2014). Narrative as a learning tool in science centers: Theoretical, epistemological and design considerations. *Journal of Science Communication*, 13(2), 1-16.
42. Kourtromanos, G. & **Avraamidou, L.** (2014). The use of mobile games in formal and informal learning settings: A review of the literature. *Educational Media International*, 51(1), 49-65.
43. Barreto, R., Zembal-Saul, C. & **Avraamidou, L.** (2014). Prospective elementary teachers' knowledge of teaching science as argument. *School Science and Mathematics*, 114(2), 53-64.
44. Murmann, M. & **Avraamidou, L.** (2014). Animals, Emperors, Senses: Exploring story-based learning design in a Museum setting. *International Journal of Science Education*, 4(1), 66-91.
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46. Neokleous, A., Louka, I. & **Avraamidou, L.** (2014). The use of technology applications in school science. A case study. *Science Education: Research & Praxis*, 44, 70-89.
47. **Avraamidou, L.** (2013). The Use of Mobile Technologies in Project-Based Science: A case study. *Journal of Computers and Mathematics and Science Teaching*, 32(4), 361-379.
48. **Avraamidou, L.** (2013). Superheroes and Supervillains: Reconstructing the mad-scientiststereotype in School Science. *Research in Science and Technological Education*, 31(1), 90-115.
49. **Avraamidou, L.** (2013). Prospective Elementary Teachers' Science Teaching Orientations and Experiences that Impacted their Development. *International Journal of Science Education*, 35(10), 1698-1724.
50. Hadjiachilleos, S., **Avraamidou, L.** & Papastavrou, S. (2013). The use of lego robotic technologies in elementary teacher preparation. *Journal of Science Education and Technology*, 22(5), 614-629.
51. Andreou, N. & **Avraamidou, L.** (2013). Teenage girls' orientations towards Chemistry: A case study. *Science Education: Research & Praxis*, 42-43, 31-44.
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53. **Avraamidou, L.** (2012). Open-ended scientific inquiries at the elementary school. *Sygyxroni Ekpedeusi*, 69, 89-103.
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58. **Avraamidou, L.** & Osborne, J. (2009). The role of narrative in science education. *International Journal of Science Education* 31(4), 1-25.
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62. Zembylas, M. & **Avraamidou, L.** (2008). Postcolonial foldings of space and identity in science education: Limits, transformations, prospects. *Cultural studies in Science Education* 3(4), 977-998.
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75. Katz, P., & **Avraamidou, L.** (2019). Introduction: Meeting Basic Needs. In P. Katz, & L. Avraamidou (Eds.), *Stability and Change in Science Education -Meeting Basic Learning Needs: Homeostasis and Novelty in Teaching and Learning* (pp. 3-7).
76. Katz, P., & **Avraamidou, L.** (2019). Meeting Basic Needs: History of Homeostasis and Novelty as Concepts and Terms Relevant to Science Education . In P. Katz, & L. Avraamidou (Eds.), *Stability and Change in Science Education: Homeostasis and Novelty in Teaching and Learning* (pp. 8-18). (New Directions in Mathematics and Science Education; Vol. 33). Leiden: Brill. <https://doi.org/10.1163/9789004391635>
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### Conference Proceedings

93. Smith, T. & **Avraamidou, L.** (2020, July). *Authoring a science identity: A case study with Afro-Caribbean students in the Netherlands*. 376-384. ESERA Virtual Doctoral Network.
94. Munfaridah, N., **Avraamidou, L.**, & Goedhart, M. (2020, July). *Exploring pre-service physics teachers' physics identity through the use of multiple representations (MR)*. 316-323. ESERA Virtual Doctoral Network
95. **Avraamidou, L.** (2011). Prospective Elementary Teachers Enjoy Science: Orientations and Experiences that Influence their Development. *Proceedings of the International Conference of the National Association for Research in Science Teaching*. FL: Orlando.
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