

SCIENTIFIC PUBLICATIONS

*Indicates a publication with a graduate student

Books

1. Evagorou, M. & **Avraamidou, L.** (Eds). (2012). *Contemporary approaches to scienceteaching and Learning*. Athens: Diadrasi.
2. **Avraamidou, L.** (Ed.) (2016). *Studying science teacher identity: Theoretical, Methodological and Empirical Explorations*. Leiden, Netherlands: Sense Publishers.
3. **Avraamidou, L.** & Roth, W.-M. (2016). (Eds.). *Intersections of Formal and Informal Science*. NY: Routledge.
4. Katz, P. & **Avraamidou, L.** (2019). *Teaching Science to Fulfill Basic Needs: Homeostasis and Novelty*. Leiden, Netherlands: Brill Publishers.

Journal publications

1. **Avraamidou, L.** & Zembal-Saul, C. (2001). Web-based philosophies: Making prospective elementary teachers' personal theorizing transparent. *Science Education International*, 12(4), 2-5.
2. Zembal-Saul, C., Haefner, L.A., **Avraamidou, L.**, Severs, M. & Dana, T. (2002). Web-based portfolios: A vehicle for examining preservice elementary teachers' developing understandings of teaching science. *Journal of Science Teacher Education*, 13(4), 283- 302.
3. **Avraamidou, L.** & Zembal-Saul, C. (2002). Making the Case for the Use of Web-Based Portfolios in Support of Learning to Teach. *Journal of Interactive Online Learning*, 1(2), 1-19, <http://www.ncolr.org/jiol/current.html>.
4. **Avraamidou, L.**, & Zembal-Saul, C. (2003). Exploring the Influence of Web-Based Portfolio Development on Learning to Teach Elementary Science. *Journal of Technology and Teacher Education*, 11(3), 415-442.
5. **Avraamidou, L.** & Zembal-Saul, C. (2005). Giving priority to evidence in science teaching: A first-year elementary teacher's specialized knowledge and practices. *Journal of Research in Science Teaching*, 42(9), 965-986.
6. **Avraamidou, L.**, & Zembal-Saul, C. (2006). Exploring the role of web-based portfolio development on learning to teach elementary science. *Association for the Advancement of Computing in Education Journal*, 14(2), 178-205.
7. **Avraamidou, L.** & Evagorou, M. (2007). Traveling the Road Beyond the Curriculum through a Science Fair. *Science Education Review*, 6(1), 60-67.
8. Vrasidas, Ch., Zembylas, M. Evagorou, M., **Avraamidou, L.**, & Aravi, Ch. (2007). ICT as a tool for environmental education, peace and reconciliation. *Educational Media International*, 44(2), 129-140.
9. **Avraamidou, L.** (2008). The use of mobile technologies in education: Possibilities and Challenges. *Sygxroni Ekpedeusi*, 154, 161-172.
10. Evagorou, M., & **Avraamidou, L.** (2008). Technology in support of argument construction in science. *Educational Media International*, 45(1). 33-45.
11. **Avraamidou, L.** (2008) Prospects for the Use of Mobile Technologies in Science Education. *Association for the Advancement of Computing in Education Journal*, 14(2), 178-205.
12. 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.
13. Vrasidas, C., **Avraamidou, L.** & Retalis, S. (2008). Perspectives on e-learning: Case studies from Cyprus. *Distance Learning* (5), 2.
14. Kadis, C. & **Avraamidou, L.** (2008). A Framework for Outdoors Environmental Education

- for the Service of Peace. *Science Education Review*, 7, 64-71.
15. **Avraamidou, L.** & Osborne, J. (July, 2008). Science as Narrative: The story of the discovery of penicillin. *The Pantaneto Forum* (31). Available online: <http://www.pantaneto.co.uk/issue31/avraamidou.htm>
 16. **Avraamidou, L.** & Osborne, J. (2009). The role of narrative in science education. *International Journal of Science Education* 31(4), 1-25.
 17. **Avraamidou, L.** & Evagorou, M. (2009). Enquiry-based school science with the use of handheld computers. *School Science Review*, 90(332), 1-4.
 18. **Avraamidou, L.** & Zembal-Saul, C. (2010). In Search of Well-Started Beginning Science Teachers: Insights from Two First Year Elementary Teachers. *Journal of Research in Science Teaching*, 47(6), 661-686.
 19. Angelides, P. & **Avraamidou, L.** (2010). Teaching in informal learning environments as a means for promoting inclusive education. *Education, Knowledge & Economy*, 4(1), 1-14.
 20. Koutsoulis, M. & **Avraamidou, L.** (2010). High school students' perceptions of their physics teachers in Cyprus. *Education, Knowledge & Economy*, 4(2), 89-102.
 21. **Avraamidou, L.** (2012). Open-ended scientific inquiries at the elementary school. *Sygxroni Ekpedeusi*, 69, 89-103.
 22. *Agathocleous, T. & **Avraamidou, L.** (2012). How do young children view the world? A case study. *Sygxroni Ekpedeusi*, 171, 89-102.
 23. *Andreou, N. & **Avraamidou, L.** (2013). Teenage girls' orientations towards Chemistry: A case study. *Science Education: Research & Praxis*, 42-43, 31-44.
 24. 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.
 25. **Avraamidou, L.** (2013). Prospective Elementary Teachers' Science Teaching Orientations and Experiences that Impacted their Development. *International Journal of Science Education*, 35(10), 1698-1724.
 26. **Avraamidou, L.** (2013). Superheroes and Supervillains: Reconstructing the mad-scientist stereotype in School Science. *Research in Science and Technological Education*, 31(1), 90-115.
 27. **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.
 28. *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.
 29. *Papaleontiou, A., Neoptolemou, T. & **Avraamidou, L.** (2014). Young students' views about the ideal science teacher. *Epistimes Agogis*. 1, 7-24.
 30. *Murmman, 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.
 31. 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.
 32. Koutromanos, 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.
 33. *Murmman, 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.
 34. **Avraamidou, L.** (2014). Tracing a Beginning Elementary Teacher's Development of Identity for Science Teaching. *Journal of Teacher Education*, 65(3), 223-240.
 35. **Avraamidou, L.** (2014). Studying science teacher identity: Current insights and future research directions. *Studies in Science Education*, 50(2), 145-179.

36. **Avraamidou, L.** (2014). Developing a reform-minded science teaching identity: The role of informal science environments. *Journal of Science Teacher Education*, 25(7), 823-843.
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38. *Skayia, A. & **Avraamidou, L.** (2015). The role of informal science environments on preservice elementary teachers' learning. *Science Education: Research & Praxis*, 54, 35- 46.
39. **Avraamidou, L.** (2015). Reconceptualizing elementary teacher preparation: A case for informal science education. *International Journal of Science Education*, 37(1), 108-135.
40. *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.
41. *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.
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43. **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.
44. *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.
45. **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.
46. 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
47. *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.
48. **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.
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50. 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.
51. *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.
52. *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.
53. *Themistocleous, 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.

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55. **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.
56. 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/10.377/jaste.v11i2.3453>.
57. Dillon, J. & **Avraamidou, L.** (2021). Towards a viable response to COVID-19 from the science education community. *Association for Science Education Journal*, 40-45.
58. 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.
59. *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.
60. *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*, 43(5), 717-736. DOI: [10.1080/09500693.2021.1880664](https://doi.org/10.1080/09500693.2021.1880664)
61. *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
62. **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*, 16, 337-344. DOI: 10.1007/s11422-021-10059-3.
63. *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. DOI: [10.1080/03057267.2021.1944716](https://doi.org/10.1080/03057267.2021.1944716).
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65. *Munfaridah, N., **Avraamidou, L.**, & Goedhart, M. (2021). Preservice Physics Teachers' Development of Physics Identities: The Role of Multiple Representations. *Research in Science Education*. Online first. DOI: 10.1007/s11165-021-10019-5.
66. *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. DOI: 10.29333/ejmste/10991.
67. *Duschl, R., **Avraamidou, L.**, & Azevedo, N-H. (2021). Data-texts in the sciences. *Science and Education*, 30, 1159-1181. DOI: 10.1007/s11191-021-00225-y.
68. **Avraamidou, L.** (2021). Identities in/out of physics and the politics of recognition. *Journal of Research in Science Teaching*. 1-49. Online first. <https://onlinelibrary.wiley.com/doi/full/10.1002/tea.21721>
69. *Smith, T., **Avraamidou, L.**, Adams, J.D. (2022). Culturally relevant/responsive and sustaining pedagogies in science education: theoretical perspectives and curriculum implications. *Cultural Studies in Science Education*.
70. *Drymiotou, I., Constantinou, C. & **Avraamidou, L.** (2022). Career-based scenarios as a mechanism for fostering students' interest in science and understandings of STEM careers. *International Journal of Designs for Learning*.

71. *Heeg, D. Smith, T. & Avraamidou, L. (2022). Children's Experiences and Self-Identification with Science in the Context of an Out-of-School STEM Program. *EURASIA J Math Sci Tech Ed*, 18, (4), em2091. <https://doi.org/10.29333/ejmste/11888>
72. *Gungor, A. Kool, D. Lee, M., Avraamidou, L., Eisink, N. Bauke Albada, Koos, V.D.K., Tromp, M. Bitter, J. H. (2022). *EURASIA J Math Sci Tech Ed*, 18, (4), em2091. <https://doi.org/10.29333/ejmste/11814>.
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74. Alvarez, R.G., Parra, L.A., Brummelaar, M.T., Avraamidou, L. & Lopez, M. (2022). Resiliene among LGBTQIA+ youth in out-of-home care: a scoping review. *Child Abuse and Neglect*, 129, 105660.
75. Karavi, T., Mali, A. & Avraamidou, L. (2022). Commognition as an approach to studying proof teaching in university mathematics lectures. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(7), em2132.
76. Nipyrakis, A., Stavrou, D. & Avraamidou, L. (accepted). Designing technology-enhanced science experiments in teacher preparation: the role of learning communities. *Research in Science and Technology Education*

Book chapters

1. Avraamidou, L. (2004). Visions of reform in elementary science education in Cyprus. In K. Mutua and C. Szymanski-Sunal (Eds). *Research in Education in Africa, The Caribbean and the Middle East*. Greenwich: Information Age Publishing.
2. Avraamidou, L. (2008). Epilogue: Undertaking Educational Research in the 21st Century. In K. Mutua & C. Szymanski-Sunal (Eds). *Research on Education in Africa, the Caribbean, and the Middle East*, (pp. 253-272). Greenwich: Information Age Publishing.
3. Angelides, P. & Avraamidou, L. (2011). Promoting inclusive education in informal learning environments. In P. Angelides (Ed.) 17-42. *Pedagogical Approaches for Inclusion*. Athens: Diadrasi. (in greek).
4. Hadjiachilleos, S. & Avraamidou, L. (2011). Open-ended scientific inquiry in a non-formal setting: Cognitive, affective and social aspects of in-service elementary teachers' development. In M. Kooy & K. V. Veen (Eds). *Teacher Learning that Matters: International Perspectives*, 217-234. Chicago: Routledge.
5. Avraamidou, L. (2012). Trends in Science Education and Teacher Preparation. In M. Evagorou & L. Avraamidou (Eds). *Contemporary approaches to science teaching and Learning*, (pp. 3-25). Athens: Diadrasi (in greek).
6. Avraamidou, L. & Evagorou, M. (2012). Introduction: Contemporary approaches to science education. In M. Evagorou & L. Avraamidou (Eds). *Contemporary approaches to science teaching and Learning*. Athens: Diadrasi (in greek).
7. Avraamidou, L. (2013). Qualitative Methods in Social Research: Theoretical Framework and Approaches to Qualitative Research. In A. Pyrgiotakis and Ch. Theophilides (Eds). *Educational Research: Theoretical Perspectives and Practical Approaches*. (pp. 13-25), Nicosia: University of Nicosia Press.
8. Avraamidou, L. (2016). Self-studies of elementary science teacher educators: Insights, implications, and future research directions. In G. Buck & V. Akerson (Eds.) *Allowing our professional knowledge of preservice science teacher education to be enhanced by self-study research: Turning a critical eye on our practice*. (pp. 233-240). NY: Springer.
9. Avraamidou, L. (2016). Exploring beginning elementary teachers' science identity development in informal science settings. In L. Avraamidou & W.-M. Roth (Eds.). *Intersections of Formal and Informal Science*. NY: Routledge.
10. Avraamidou, L. (2016). Telling stories: Intersections of life histories and science teaching identities. In L. Avraamidou. (Ed.) *Studying science teacher identity: Theoretical, Methodological and Empirical Explorations*, (pp. 153-176), Rotterdam: Sense Publishers.
11. Avraamidou, L. (2016). Studying science teacher identity: An introduction. In L.

- Avraamidou. (Ed.) *Studying science teacher identity: Theoretical, Methodological and Empirical Explorations*, (pp. 1-14), Rotterdam, Netherlands: Sense Publishers.
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 13. **Avraamidou, L.** & Bryan, L. (2018). *Science education reform: Reflecting on the past and raising questions for the future*. In L. Bryan and K. Tobin (Eds.). *13 Questions: Reframing Education's Conversation: Science*. New York: Peter Lang.
 14. Kayumova, S., **Avraamidou, L.**, & Adams, J. (2018). *Diversity, Equity, and the Big Picture*. In L. Bryan, & K. Tobin (Eds.), *Critical Issues and Bold Visions for Science Education: The Road Ahead* (pp. 285-297). Leiden: Brill Publishers.
 15. **Avraamidou, L.** (2018). *Science identity as a lived experience: Small stories in narrative analysis*. In P. Schultz, J. Hong & D. Cross Francis (Eds.). *Research on teacher identity and motivations: Mapping challenges and innovations*. New York: Springer.
 16. **Avraamidou, L.**, & Katz, P. (2019). *Synthesis and Recommendations*. In P. Katz, & L. Avraamidou (Eds.), *Stability and Change in Science Education: Homeostasis and Novelty in Teaching and Learning* (pp. 231-239). (New Directions in Mathematics and Science Education; Vol. 33). Leiden: Brill. <https://doi.org/10.1163/9789004391635>
 17. 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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 19. **Avraamidou, L.** (2019). *Making Sense of Sensemaking in Elementary Science— Perspectives from Identity and Implications for Equity*. In E. Davis, C. Zembal-Saul, & S. Kademian (Eds.), *Sensemaking in Elementary Science: Supporting Teacher Learning* (pp. 78-87). New York: Routledge, Taylor and Francis group.
 20. Erduran, S., Kaya, E., & **Avraamidou, L.** (2020). *Does research on nature of science and social justice intersect? Exploring theoretical and practical convergence for science education* (pp. 97-113). In H. Yacoubian & L. Hansson (Eds.), *Nature of Science for Social Justice*. Dordrecht: Springer.
 21. Barrie-Sezen, A. & **Avraamidou, L.** (2022). *A different kind of middleman: Preservice Science Teachers' Agency for Climate change*. In E. M. Walsh (Ed.). *Justice and equity in climate change education: Exploring social and ethical dimensions of environmental education*. New York: Routledge.
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 23. Danielsson, A., **Avraamidou, L.** & Gonsalves, A. (2023). *Gender matters: Building on the past, recognizing the present, and looking into the future* (pp. 1-49). In Lederman N., D. Zeidler & Lederman, J (Eds.), *The International Handbook of Science Education, Vol 3*. New York: Routledge.

Conference proceedings

1. **Avraamidou, L.** & Crawford, B. (2001, January). Prospective Elementary Teachers' Use of an Online Collaborative Tool: Implications for Teachers' Preparation Programs. Proceedings of the 2001 annual meeting of the Association for the Education of Teachers of Science (AETS), Charlotte, NC, 267-78. (ERIC Reproduction Service No. ED 453083).
2. Haefner, L.A., Zembal-Saul, C., & **Avraamidou, L.** (2002, April). Supporting prospective elementary teachers in developing scientific explanations using Progress Portfolio. Proceeding of the 2002 annual meeting of the National Association for Research in Science Teaching (NARST), New Orleans, LA. (ERIC Reproduction Service No. ED 465796).
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