



DR MARIA HATZIGIANNI – SHORT CV

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Maria's expertise builds on a rich early childhood career with more than 13 years of teaching experience in the Early Childhood sector in Greece and Australia and more than 10 years as an academic. She is now an assistant professor in the University of West Attica, Athens, Greece and also holds an honorary position with the University of Melbourne (Australia). Her research area focuses on the implementation of digital technologies in Early Childhood (birth to 8 years). She completed her PhD in the University of Melbourne with full scholarship, investigating the use on new technologies by young children and the impact on their self-esteem. She also completed a Masters degree in 'ICT in education' (National and Kapodistrian University of Athens, National Scholarship) and a Bachelor of Early Childhood Education (National and Kapodistrian University of Athens). She has published widely as detailed in her CV: https://ecec.uniwa.gr/wp-content/uploads/sites/78/2022/11/English-CV_Hatzigianni_2022.docx.pdf and she is a member of various EC organisations. You can also see all her publications using her ORCID: <https://0000-0001-9378-2598>.

Maria is interested in the association of new technologies with creativity, play and social-emotional development. She works primarily with children, EC teachers, and parents. She also has extensive experience in professional development of teachers in the use of new technologies and STEAM. She uses mixed methodologies and her theoretical framework is mostly influenced by critical and postmodern perspectives and ecological approaches. Her recent research projects include:

- a) the investigation of parents' and teachers' beliefs around the use of touchscreen devices by very young children (birth to three);
- b) Embedding STEAM in EC education;
- c) Maker pedagogies, Makerspaces, Design Thinking and 3D printing in the early years of school;
- d) Digital storytelling to promote inclusion/empathy (Erasmus+ KA2 project)
- e) Virtual reality/AI in teaching Early Childhood education subjects (Higher Education).

IMPORTANT PUBLICATIONS

- Hatzigianni, M., Stephenson, T., Harrison, L. J., Waniganayake, M., Li, P., Barblett, L., ... & Irvine, S. (2023).** The role of digital technologies in supporting quality improvement in Australian early childhood education and care settings. *International journal of child care and education policy*, 17(1), 5 – 28.
- Hatzigianni, M., Liapi, M., Manousogiannaki, G., & Papamanolis, A., (2023).** Early childhood teachers becoming makers themselves before teaching young children the value of making. In Y. Weipeng, S. Kewalramani, & J., Senthil (Eds.), *Science, Technology, Engineering, Arts and Mathematics (STEAM) Education in the Early Years: Achieving the Sustainable Development Goals* (pp. 153-166). Routledge.
<https://doi.org/10.4324/9781003353683>
- Dardanou, M., **Hatzigianni, M.**, Kewalramani, S., & Palaologou, I. (2023). *Professional development for digital competencies in early childhood education and care: A systematic review*. OECD Education Working Paper No. 295.
<https://dx.doi.org/10.1787/a7c0a464-en>
- Katsiada, E., **Hatzigianni, M.**, & Sotiropoulou, E. (2023). The role of placement and practicum in the professional readiness of ECEC educators working with infants and toddlers. *Early Years*, 43(3), 528-544
- Ling, L., Yelland, N., **Hatzigianni, M.**, & Dickson-Deane, C. (2022). The use of Internet of Things devices in early childhood education: A systematic review. *Education and Information Technologies*, 27, 6333-6352. <https://doi.org/10.1007/s10639-021-10872-x>
- Falloon, G., **Hatzigianni, M.**, Bower, M., Forbes, A., & Stevenson, M. (2020). Understanding K-12 STEM Education: a Framework for Developing STEM Literacy. *Journal of Science Education and Technology* 29, 369-385. <https://doi.org/10.1007/s10956-020-09823-x>
- Hatzigianni, M.**, & Kalaitzidis, I. (2018). Early childhood educators' attitudes and beliefs around the use of touchscreen technologies by children under three years of age. *British Journal of Educational Technology*, 49(5), 883-895.
<http://dx.doi.org/10.1111/bjet.12649> [AWARD WINNING for top downloaded paper 2018/19].
- Hatzigianni, M.**, Gregoriadis, A., Karagiorgou, I., & Chatzigeorgiadou, S. (2018). Using tablets in free play. The implementation of the digital play framework in Greece. *British Journal of Educational Technology*, 49(5), 928-942. <http://dx.doi.org/10.1111/bjet.12620>
- Hatzigianni, M.**, Gregoriadis, A., & Fleer, M. (2016). Computer use at schools and associations with social-emotional outcomes—a holistic approach. Findings from the Longitudinal Study of Australian Children. *Computers & Education*, 95, 134-150.
doi:10.1016/j.compedu.2016.01.003
- Wang, C., **Hatzigianni, M.**, Shahaeian, A., Murray, L., & Harrison, L. (2016). The combined effects of teacher-child and peer relationships on children's social-emotional adjustment. *Journal of School Psychology*, 59, 1-11.
<https://doi.org/10.1016/j.jsp.2016.09.003>