

VII INTERNATIONAL CONFERENCE ON CRITICAL EDUCATION  
"RETHINKING ALTERNATIVES TO NEOLIBERALISM IN EDUCATION"  
28th JUNE - 2nd July, 2017  
Marasleios Pedagogical Academy of Athens, Greece

## **RETHINKING ALTERNATIVES TO NEO-LIBERALISM IN EDUCATION**

At a time of economic crisis, when education is under siege by neoliberal capitalism and by neo-conservatism and aggressive nationalism, when teachers and academics are being proletarianized, youth criminalized, civilised and caring societies being stripped of welfare and benefits and rights, schools and universities turned into commodities, at such a time, critical education, as a theory and as a movement, as praxis, is clearly relevant. International communities of critical educators and activists are working together, and with other movements, to build active resistance to these processes and are engaged in fostering educational and social change leading to a more just, equal and fair society.

The current economic, social, and political crisis, that has been ongoing for 30 years, is manifesting more deeply in education on a global scale. The crisis- part of, and resulting from, dominant neoliberal and neoconservative politics that are implemented and promoted internationally as 'the only solution', under the slogan 'there is no alternative' (TINA), have substantially redefined the sociopolitical and ideological roles of education. Public education is shrinking. It loses its status as a social right. It is projected as a mere commodity for sale while it becomes less democratic, de-theorised, de-critiqued.

Understanding the causes of the crisis, the particular forms it takes in different countries and the multiple ways in which it influences education, constitute important questions for all those who do not limit their perspectives to the horizon of neoconservative, neoliberal and technocratic dogmas. Moreover, the critical education movement has the responsibility to rethink its views and practices in light of the crisis, and in the light of social, political and educational resistance in different countries- the paths that this crisis opens for challenging and overthrowing capitalist domination worldwide.

**<http://icce-vii.weebly.com/>**

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- Department of Primary Education, National & Kapodistrian University of Athens
- Department of Primary Education, Aristotle University of Thessaloniki
- Department of Applied Linguistics, University of Massachusetts Boston
- The Hellenic Educational Society
- The Institute of Education Policy Studies, UK

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# PLENARY ABSTRACTS

## **EDUCATION, SOCIAL CLASS AND MARXISM**

**Dave Hill (dave.hill35@btopenworld.com)**

**Middlesex University, London**

In this paper I locate the ICCE conference within the context of neoliberal/neoconservative capitalism and its increasingly authoritarian and fascist developments globally. The crisis of capitalism since 2008 has thrust Marxist analysis both at a theoretical/ academic level, and at street level, into greater salience in Britain and globally. There is an understanding that there is a 'class war from above', that 'the 1%', the capitalist class and their senior agents are living lives of unparalleled luxury, while lives are tougher, and more precarious for billions globally of young people and their families, from across the working class - from traditionally manual and service class strata to formerly more comfortably off supervisory, technical and managerial strata of the working class. In this presentation, I present empirical data on education and working class youth and their families in Britain, by those such as the Sutton Trust, the Joseph Rowntree Foundation, Guy Standing, Danny Dorling, and CLASS (the Centre for Labour and Social Studies) looking at school and post-school empirical and experiential data, at what Guy Standing (2014) refers to as 'anger, anomie, anxiety and alienation' - resulting from what Marxists see as education for the reproduction of labour power together with the precarity of the labour market/ unemployment market/ worklessness. Comment is made on the gendered and 'raced' aspects of social class analysis, using concepts such as racialisation and concepts from Marxist Feminism such as gendered reproductive labour, and to Marxist concepts such as the reserve army of labour (applied to working class youth across many strata of the working class, not just to women or immigrants), and to proletarianisation. Reference is made both to classic Marxist texts such as The Communist Manifesto, Capital, The German Ideology and Theses on Feuerbach and Bukharin and Preobrazhensky's «The ABC of Communism», to recent (since the 1970s) and contemporary Marxist reproduction theory. I conclude by referring to youth rebellion and resistance and to resistance theory, referring to writers such as Leon Trotsky, Peter McLaren, Kevin Ovenden and Lindsey German, and locate this within wider political resistance.

## **FOR HUMAN'S SAKE: ACTIVISM AND THE NECESSITY OF STRUGGLE FOR HUMANITY AGAINST CAPITAL**

**Grant Banfield (grant.banfield@flinders.edu.au)**

**Flinders University**

It is not for heaven's sake that we live and define our existence. We are not servants to the ungodly gods of kingdom, state or capital. They are our creations. We are the makers of history in all its messy, glorious and bloody uncertainty. It is not from above that we find inspiration but from earthly commitments, material possibilities and the very real responsibilities they demand. This paper draws inspiration from Marx's insistence in his Thesis on Feuerbach that it is from the 'this-worldliness' of our thought and action that we prove ourselves to be agents of history. It presents a Marxian argument that a materialist view of human nature is essential to understand not only revolutionary action but also the ethical bases that make human struggle necessary. Locating human nature in an ethics of action insists that activism knows what it is for and not

simply what it is against. To make this point, the paper turns to contemporary history to describe neoliberalism as a political project waged by agents of capital for capital. As a form of activism from above neoliberalism elevates capital and capitalism out of this world and beyond the uncertainty of human history. The struggle against capital is a struggle for humanity i.e. to envision and realise the real possibility of a human flourishing society.

## **STUDENTS AS VULNERABLE POPULATION IN PUBLIC SCHOOLS OF TURKEY**

**NaciyeAksoy (naciyeksy@gmail.com)**

**Gazi University, Turkey**

Childhood is a concept far beyond its biological definition that varies by and is constructed according to the historical, cultural, economic, and political structures of each society. Furthermore, childhood condition of each child is dependent upon the conditions of her/his country and of her/his family's class stratification. Education is one of the most important political tools that determine the class position. Therefore educational institutions have historically functioned as one of the basic instruments for either reproduction of the inequalities, or for ensuring social equality and removing the disadvantages of individuals. Moreover, historically the recognition of education as a fundamental human right for all individuals as assured by national and international laws was achieved through various struggles. For example, the UN Convention on the Rights of the Child, is one of the international legal assurances that both define the child, and along with education set the universal standards for such basic rights as living, development, health, shelter, participation, and protection against physical, sexual, and economic exploitation. Unfortunately the fact that the rights of children as special beings due to their physical, emotional, and psychological vulnerability, have been referred to in legal documents does not mean that each child has unobstructed access to or benefit from the said rights. Especially, despite the laws inequalities and right abuses as experienced by children reached to a non-negligible extent in many countries in the grip of capitalism. In Turkey, the right abuses and inequalities as experienced by children are rather depressing. The transformation of social state policies in favour of neoliberal economy and that of social structures through a nationalist-conservative axis deepen the problems of children. Both families, and the people in general remain increasingly silent against the right abuses and inequalities as experienced by children except for certain sensitive reporters, non-governmental organisations, teachers' unions advocating public and secular education, or a few courageous teachers. On the other hand, political and academic debates conducted within the framework as determined by the political power fail to provide a permanent solution. As a result of such silence children has increasingly become more vulnerable to violence both in, and out of school. The present study will primarily address the recent examples of right abuses as experienced by children in Turkey in general within the neoliberal-religious conservative context. Furthermore the discussion will include what can be done as regards struggling for children as linked to the basic concepts of critical education.

## **THE CRITICAL EDUCATION MOVEMENT AND THE EDUCATIONAL POLICY OF THE "LEFT-WING" GOVERNMENT IN GREECE**

**George Grollios,**

**Department of Primary Education, Aristotle University of Thessaloniki, Greece**

The previous six International Conferences on Critical Education have contributed to the development of the critical education movement in the country where this conference takes place this year, Greece. In my paper, I am making a short review of the papers that had been presented and discussed three years ago, in Thessaloniki, in order to talk about the Greek critical education movement's prospects.

The critical education movement in Greece deals with a wide range of theoretical and practical educational problems. Nevertheless, it does not analyze educational policy in a holistic way. Maybe this drawback can be justified on the basis of the fact that three years ago we had a right-wing government in Greece that implemented a neoliberal educational policy that was easily understood.

But since 2015, we have a government claiming that to be left-wing. Therefore, today a clear and radical analysis of the dominant educational policy is crucial for the critical education movement. For this reason, the second part of my paper provides a short but holistic analysis of the dominant educational policy in Greece from January 2015 until now.

## **EDUCATIONAL PRAXIS AS COMMUNITARIAN ACTION BEYOND THE NEOLIBERAL BORDERS: INSIGHTS FROM MAESTRI DI STRADA**

**Paolo Vittoria (paolo.vittoria@unina.it)**

**Università di Napoli Federico II, Napoli, Italy**

Praxis has not to be considered as a solitary activity but as a practice of interaction and discussion. The concept of praxis is the sense of revolutionary action-reflection – and implies knowledge that is not a purely contemplative process but an active and practical one. In Marx's words (Theses on Feuerbach):

....The coincidence of the changing of circumstances and of human activity or self-change can be conceived and rationally understood only as revolutionary practice [revolutionäre Praxis].

The word 'praxis' is related to 'practice' but transcends its meaning. Practice in its broad sense can have meanings relating to daily activities, but the important questions are how we experience these activities, why we choose them, how we relate to them and with what intentions in education. Questions enquiring into practice form the initial embryo of praxis, which evolves through the constant questioning of experience. The dialectic between action and reflection for social transformation is educational praxis. In this respect, it orients the subject's presence in the world as a being that interrogates him or herself, but also as a subject of social change.

In *Pedagogy of the Oppressed*, Freire gives his interpretation of praxis:

Who suffer the effects of oppression more than the oppressed? Who can better understand the necessity of liberation? They will not gain this liberation by chance but through the praxis of their quest for it, through their recognition of the necessity to fight for it. [...] Functionally, oppression is domesticating. To no longer be prey to its force, one must emerge from it and turn upon it. This can be done only by means of the praxis: reflection and action upon the world in order to transform it. (FREIRE, 1972 pp. 29 and 36).

The praxis of the quest comes from critical reflection on practice in order to expand the critical consciousness of cultural and educational actions. It involves communitarian and collective action. The collective construction of critical education needs the formation of responsible and critical subjects and not passive pupils. In this sense, praxis is the ferment and growth of social groups opposing the principles of domestication in education such as *Maestri di Strada* (we can translate as *Masters of Street*) a social group that calls into question and problematises the educational structures in an attempt to transform their characteristics. The educational praxis in

Maestri di Strada requires the dialogue and the communitarian action. Thus there is a continuing dialectic between action and reflection, between practice and theory, which transcends practice and also theory. In my presentation I will reconsider the educational praxis particularly in my own experience of coordination of a project called Sconfinidell'Educazione (beyond the educational borders) with Maestri di Strada and University of Naples in the public schools in peripheries of cities of Naples, Rome and Bologna. To go beyond the neoliberal borders!

## **THE TRADITION OF WORKERS' SCHOOLS AND POPULAR EDUCATION IN EARLY 20<sup>th</sup> CENTURY EUROPE**

**Gianna Katsiampoura (katsiampoura@gmail.com)**  
**National Hellenic Research Foundation, Greece**

This paper examines the tradition of workers' schools and popular education which started in the second half of the 19<sup>th</sup> century and continued in the early 20<sup>th</sup> century focusing on institutions of this type in pre-Soviet Russia, Britain, Austria and Greece. Workers schools – not to be confused with party cadres' schools which is also a promising research topic - developed outside the formal education system aiming in the general education of working men and women thus developing their consciousness and preparing them to actively joining and participating in the movement. These schools were initiated either by individual radical educator activists and collectives or by institutions of the working class (trade unions, trades councils etc.) and their growth followed the advancement of the workers movement.

One of the first was founded in Kiev by P.V. Pavlov and functioned for a very short period since it was accused for conspiracy against the state and was brutally repressed. A number of workers schools were functioning in Russia in the pre-revolution period and a few of the Bolsheviks, like Alexandra Kollontai, were teaching.

The tradition of working men's colleges appeared in Britain in the early 20<sup>th</sup> century. Lancelot Hogben, author of "Mathematics for the Millions" and "Science for the Citizen" was one of the most famous teachers and also a science and mathematics popularizer.

The popular education movement linked with "Red Vienna" period was related to the experiences, knowledge and skills of factory workers. This meant that workers did not have to adopt alien 'bourgeois' cultural traditions and attitudes, but were on the contrary strengthened in their own social identity.

The Austrian SDAP consistently promoted the development of proletarian self-awareness which must logically lead to the improvement of social conditions for the working classes. This also meant the promotion of anti-authoritarian and radical democratic efforts and the democratic control of the processes of production and distribution, hence a genuine victory over capitalism. Finally, we examine the activities of the workers school of the Trades Council of the city of Volos in Central Greece founded in 1908 which functioned for a limited period due to accusations of spreading materialistic and atheist ideas.

## **RECLAIMING AN EDUCATION AGENDA IN TIMES OF CRISIS: FROM 'REALITY' TO ITS TRANSCENDENCE**

**Polina-Theopoula Chrysochou (chr.polina@gmail.com)**  
**Anglia Ruskin University, UK**

In this talk, I will attempt to put forward the argument that, although the concept of crisis has reverberated widely throughout the media coverage of educational policy and issues for at least

the last ten years, the educational philosophers and theorists (with few exceptions) have ostensibly excluded themselves from the effort to nurture debate and change the tide. Adopting the position that Discourse on the crisis shapes narratives that expressly or implicitly represent, propose, affect and construct specific versions of and perspectives on 'reality', I will make the case that there is a crucial role for all those educators and theorists who oppose versions of the dominant Public Discourses regarding the global and local capitalist crisis. The same holds true for those who oppose versions of the dominant theoretical thought and conservative pedagogy, in the understanding of the constitution and nature of the education crisis.

I conclude therefore, by foregrounding the urgent need for a scientific inquiry that will have to pose crucial questions and have a clear theoretical background and methodological documentation and soundness. Drawing on critical pedagogy and revolutionary critical pedagogy, I propose an inquiry that will not simply move in a reformist direction, but, quite the contrary, it will take a radical anticapitalistic stance that will use the class struggle as a key concept, will oppose subjectivity and the individualistic approach to empowerment, and finally will recognise the active role of human beings in making their own history. The theoretical tools do exist but need to be reworked in light of evidence and theory generated during the current crisis. And as Gounari and Grollios (2012, p. 305) very aptly put it, where else would there be more fertile ground for empirical insights if not in a country like Greece where there is an ongoing assault at all levels and radical changes have been made in public education and in the teacher labour market?

## **CONSERVATIVE REVOLUTION, PROGRESSIVE COUNTERREVOLUTION AND THE POLISH FIGHT OVER EDUCATION**

**Agnieszka Dziemianowicz-Bąk (a.dziemianowicz@gmail.com)**

**Independent Scholar, Poland**

Since taking power in 2015, conservative and nationalist government in Poland introduced several sweeping transformations: of public media, justice system and of education system, the latter triggering massive protests, teachers strike and the mobilisation among parents, school workers, experts and academics. Educational reform is emblematic of a Law and Justice government grounded in conservative, nationalistic values and might be seen as an important part of the "conservative revolution" that is taking place in Poland (and many other countries) right now. If that's the case, then leftist movements resisting the reform are in fact engaging in counterrevolutionary activity, defending (often alongside with liberals) the status quo. What are the possible outcomes of that and what does it mean for the radical and progressive forces to defend the system they used to criticize? Is the momentary alliance between liberals and leftist, teachers and local authorities, middle class parents and school workers going to create or rather close the space for the democratic, radical, progressive and empowering education projects? Is the educational reform and the resistance towards it the end or the new beginning for the debate on possibility for the critical education in Polish schools?

## **MILITANT PEDAGOGY IN THE TRUMP ERA AND THE POLITICS OF AUTHORITARIANISM**

**Panayota Gounari (Panagiota.Gounari@umb.edu)**

**Department of Applied Linguistics, University of Massachusetts Boston, USA**

In this talk I am discussing some aspects of authoritarian capitalism in the United States after Trump's election, as they resonate with an increased symbolic and material violence, and



containment and discipline of the body. Repressive body politics and militarization manifest at school through “zero tolerance” and “no excuses” policies, among others. I trace different ideologies inherent in Trump administration’s discourses and policies and, finally, I present some thoughts on a counter-pedagogy, a militant pedagogy for the Trump era.

### **SUBVERSION IN EDUCATION: A CHALLENGE AND AN ALTERNATIVE TO NEOLIBERAL INEQUITIES**

**John P. Portelli (john.portelli@utoronto.ca)**  
**OISE, University of Toronto, Canada**

This presentation unpacks the notion of subversion by clarifying its possible meanings and critiquing common myths about subversion: it is immoral; it is too risky and counter productive; it is deceitful and intrinsically negative. It will be argued that subversion is a necessary tool for survival and opening of new possibilities in the context of the 21st century where neoliberalism and its extreme market-driven ideologies and institutional practices permeate and impact all social settings public and private. Subversion is defined as subtle mechanism(s) of resisting abusive forms of power that create and/or maintain oppression and harm. At the heart of subversion and engaging in subversive acts is a hope for creation of new possibilities to facilitate attaining social justice and implementing justice-oriented practices that have moral implications. It will be argued that subversion is, in many instances, the most moral and integral way to act in the face of abusive and exploitive practices that cause harm to certain social groups through policies that are normalized and perpetuated by social institutions.

### **NO LIBERATION WITHOUT ORGANIC INTELLECTUALS - FORMING EDUCATORS FOR SOCIAL CHANGE**

**Carmel Borg (carmel.borg@um.edu.mt)**  
**Faculty of Education, Department of Arts, Open Communities and Adult Education, University of Malta**

The formation of educators who are committed to resisting neoliberalism is strategically vital to transformation and liberation. The presentation will provide me with an opportunity to share and critically reflect on my work in the area of the formation of educators for social change. It will also provide me with an opportunity to reflect on how community can become organically involved in the formation of intellectuals capable of engaging critically with the world as well as acting collectively in the process of transformation. The presentation will bring to the fore theoretical insights, curricular principles, pedagogical approaches and participatory practices.

### **REFLECTING ON THE NEOLIBERAL DESTRUCTION IN EDUCATION IN TURKEY**

**Ayhan Ural (urala@gazi.edu.tr)**  
**Gazi University**

The relatively scientific, secular and democratic nature of the Turkish education system which it had until the 1980s has been considerably destructed in recent years. Education policies that have been supported with liberal transformation in the field of public administration resulted in unequal, discriminatory, marketeer, eliminative, elitist, eclectic, exclusionist, non-scientific, sexist, competitive, religion oriented, profession oriented, antidemocratic education aspects and caused situations that have been objectifying the student, not supporting the freedoms, not

providing teachers the freedom to teach, not supporting holistic improvement of the students. To avoid and end all of these negativities in Turkish education is only possible by setting up a defense line for public education. Defense of public education requires a simultaneous work among philosophical, scientific, legal and political fields. This study aims to make a critical analysis of democratic, secular and scientific qualities of education in Turkey and discuss why and how public education should be supported.

### **THE NEOLIBERAL ASSAULT ON IRISH UNIVERSITIES; CONTINUING AUSTERITY, POLITICS AND FORMS OF RESISTANCE**

**Marnie Holborow (marnie.holborow@dcu.ie)**

**Dublin City University**

In Irish higher education, continuing austerity policies have given momentum to a dramatic shift from public to private funding, with the latter being supplied from industry and individual students. This regime follows a long-standing international trend but, in Ireland, its full impact has been relatively recent, dating from the EU bank bailout in 2010 and its public policy effects. From a political economy perspective, the benefits of the creeping privatization of universities are to corporations and employers, in terms of research priorities, labour supply and gearing higher education to the neoliberal 'enterprise' culture. The discourse of official education policy, first at European level and then at state and institution level in Ireland, the talk shows, has shifted decisively in this direction. With a few exceptions, resistance from academic staff and from students, to this privatizing agenda has been muted, in sharp contrast to the successful working class resistance around the privatization of water over the same period. Where students have mobilized, often with the people power tactics of other struggles, it has been around social issues such as same sex marriage and abortion rights, and the reasons for this will be explored.

### **IS THERE A NEED FOR CRITICAL PEDAGOGUES DARING FOR AN ALTERNATIVE ASSESSMENT OF THE STUDENT?**

**Tassos Liambas (aliabas@eled.auth.gr)**

**Aristotle University of Thessaloniki**

The assessment of the student consolidates and legitimizes the reproductive function of school mechanism reflected in the characteristics of the school careers of the off springs of the exploited and dominated classes. Moreover, the type, the techniques and means of expression assessment define and turn towards the path of conservatism the teaching educational options. The struggle for a change of assessment is critical, for intervention and action of Critical Pedagogues in favor of socially less advantaged students and the school democratization, because in practice: a. resist dominant social relations that shape class features of the school b. negate the negative school verdicts that act as self-fulfilling prophecies, generate social stigma, but also results establishment c. create prospects for application of progressive liberation practices at school The alternative assessment is a process, both the procedure and the result of learning. As part of the pedagogical relationship of teacher with student, focuses on describing the dynamic of learning in the context of school life. Also, it focuses to the student's achievements through his/her participation in collective work in conjunction with his/her significations.

### **WHAT TO EXPECT AS RIGHT WING 'POPULISM'/NEO-FASCISM MEETS EDUCATIONAL EVALUATION?**

**Sandra Mathison (sandra.mathison@ubc.ca)**  
**University of British Columbia**

How we make judgments about the value and quality of educational reforms, including curriculum and programmatic initiatives as well as individual student learning are a function of socio-political ideologies. Dominant socio-political ideologies shape how evaluation is conceptualized, the methods and models used, how and by whom it is funded, and its efficacy in promoting positive social change. Educational reform and evaluation have labored under neo-liberalism for decades, a time when education and student learning have been commodified, when single outcome indicators in the form of government mandated high stakes testing have taken hold, when philanthrocapitalism has overwhelmed educational policy making, and evaluation practice has been diminished to a singular focus on randomized experiments as the only means to judge value and worth. While much of the world continues in the grip of neo-liberalism there is an emerging, ideology, although it is unclear what its future scope and strength will be. What the mainstream media calls right wing populism, but more accurately is neo-fascism, is sweeping through democratic societies, notably Britain, France, Turkey, and the United States. What impact will this neo-fascism/right wing populism have on educational reform and evaluation? This paper is a thought experiment, an analytic speculation about what and how educational reform might be characterized and the reasons and ways we conduct educational evaluation that will follow. Growing out of the nativist, racist, and xenophobic right wing ‘populism’ I will consider who will likely control schooling and schools, how relationships between do-gooder capitalists (philanthrocapitalists) and neo-fascist politicians may change, what the future of test-based accountability will be, and whether the hegemony of randomized experiments will prevail.

## **CONDITIONS OF EDUCATION IN THE CONTEMPORARY FRENCH POLITICAL DEBATE**

**StanyMazurkiewicz (mazurstany@gmail.com)**  
**University of Liège (Belgium)**

Over the last twenty years the question of education has become a major problem for a generation of French-speaking thinkers of different disciplines. I will limit myself to Marcel Gauchet, Dany-Robert Dufour, Jean-Claude Michéa, RégisDebray and Jean-Pierre Lebrun. If they do not constitute a "school" they seem to have at least three points in common. Firstly they criticize hardly the previous generation of “critical” thinkers and the “libertarian” educational paradigm resulting from the “events of May 68” and supported by these philosophers as a vector of emancipation (Foucault, Deleuze, etc.) Secondly they refuse clearly to qualify themselves as conservative or reactionary but on the contrary assume in a way or another a “progressive”, “left-winged” or “Marxian” heritage. Thirdly they situate the debate on an original “infra” level: Not only education as such is to be discussed, but the conditions of education themselves are in danger, completing in this way the political reflexion with an anthropological level. According to them this makes the specificity of our historical era (that they identify with neoliberalism), with a correlated general crisis of authority itself, tending to make education – and so humanisation – impossible. I will develop this diagnosis by exposing the main theses of the authors. I will also ask the question: If we share such an analysis can we avoid to simply look back to the ancient model (as these thinkers are often accused to be simply reactionaries)? What do they propose?

## **SOCIALISM, LABOUR AND EDUCATION: FROM MARX TO MAKARENKO**

**Periklis Pavlidis (ppavli@eled.auth.gr)**

**Aristotle University of Thessaloniki**

In my presentation I am going to examine the Marx' understanding of the role of education in the socialist/communist transformation of labour and particularly his idea of labour education as a part of the socialist education of youth. Further I am going to present some notes on how the Marxist ideas on education were expressed in the theories about labour education and labour school of such notable Soviet thinkers as Krupskaya, Lunacharsky, Blonsky, Vygotsky and Makarenko. At the same time I will comment on some socio-historical limitations that characterize the views of Marx and of the mentioned Soviet thinkers.

## **MARXISM AND DISCOURSE THEORY. BRIDGING THE DIVIDE**

**Lotar Rasinski (lrasinski@gmail.com)**

**University of Lower Silesia, Wrocław, Poland**

The aim of this paper is to reconsider the relationship between Marxism and discourse theory. Orthodox Marxism recognizes discourse theory as a hostile conception of society, which neglects the economic dimension of the political struggle, relativizes the role of the proletariat as the subject of the revolution, and makes the critique of ideology impossible. Similarly, discourse theorists criticize Marxism's dogmatism concerning the privileged position of economy within the social and its involvement in the positivist project and the way it neglects the current dispersion of antagonisms within society. I argue that these simplified mutual views of both theories are an effect of a misunderstanding caused by the common tendency to treat both Marxism and discourse theory as unified bodies of doctrine. In the paper I am going to demonstrate the genealogy of discourse theory, which fundamentally complicates this picture. I argue that there is nothing like "discourse theory" and distinguish three currently dominating concepts of discourse – those of Jurgen Habermas, Ernesto Laclau and Michel Foucault - in which Marxism plays different but important roles. While all the conceptions stem from completely different theoretical traditions, I will argue that they share the fundamentally Marxist assumption that all social theory must be oriented towards emancipation. In the conclusions I refer to Gramsci's view of education to illustrate how both Marxism and discourse theory can work together.

## **DEMOCRATIC EDUCATION IN THE AGE OF EMPIRE: CRITICAL PEDAGOGY AND THE PURSUIT OF DANGEROUS CITIZENSHIP**

**E. Wayne Ross (wayne.ross@mac.com)**

**University of British Columbia, Canada**

There is a disconnect between the rhetoric and reality of democracy in that subverts traditional approaches to democratic education. The tropes that have historically dominated the discourse on democracy and democratic education now amount to selling students (and ourselves) a lie about history and contemporary life. Our challenge is to re-imagine our roles as educators and find ways to create opportunities for students to create meaningful understandings of the world. Education is not about showing life to people, but bringing them to life. The aim is not getting students to listen to convincing lectures by experts, but getting them to speak for themselves in order to achieve, or at least strive for an equal degree of participation and a more democratic, equitable, and just future. This requires a new mindset, something I call dangerous citizenship.

## **LESSONS OF OCTOBER IN THE 21<sup>st</sup> CENTURY**

**Kostas Skordoulis**

**National & Kapodistrian University of Athens**

This is a paper to mark the centenary of the most important event of the previous century: the October Revolution. The paper consists of two parts. In the first part, I will examine the educational policy of the revolutionaries, the organization of the “new” school of labor, the literacy campaigns, the new pedagogical theories. I will also talk on the Science Policy of the October Revolution and especially how the revolutionaries reorganized scientific and technological research and what were the ultimate goals to be achieved.

In the second part of the paper, I will talk about the political lessons of the October Revolution and their relevance in combating neoliberalism policies today. In a period when the ‘neo-reformist’ paradigm in the form of Sanders, Corbyn, Podemos (and previously Syriza) appears to be an alternative to neoliberalist policies in the eyes of the toiling masses, the analysis of the long transition period and the events of October acquire special importance. I will argue from an anticapitalist perspective grounded on the critique of anticapitalists to Syriza in Greece, that the ‘neo-reformist’ paradigm failing to adopt the Leninist theory of the state paves the way for the incorporation of the aspirations of the masses in a framework – program incapable to reverse neoliberalist policies leading to an ultimate defeat.

## Plenary Sessions

*Amphitheatre "I. Drakopoulos"*  
*Historical Central Building of the University of Athens*  
*30 Panepistimiou Ave., Athens*

	<b>Wednesday 28 June</b>	<b>Thursday 29 June</b>	<b>Friday 30 June</b>	<b>Saturday 1st July</b>
<b>9:30-10:15</b>	Welcome Address	<b>Naciye Aksoy</b> <i>Students as vulnerable population in public schools of Turkey</i>	<b>Tasos Liambas</b> <i>Is there a need for Critical Pedagogues daring for an alternative assessment of the student?</i>	<b>Polina Chrysochou</b> <i>Reclaiming an Educational Agenda in Times of Crisis: From 'Reality' to its Transcendence</i>
<b>10:15-11:00</b>	<b>Dave Hill</b> <i>Education, Social Class and Marxism</i>	<b>Stany Mazurkiewicz</b> <i>Conditions of education in the contemporary French political debate</i>	<b>Sandra Mathison</b> <i>What to Expect as Right Wing 'Populism'/Neo-Fascism meets Educational Evaluation?</i>	<b>Ayhan Ural</b> <i>Reflecting on the neoliberal destruction in education in Turkey</i>
<b>11:00-11:45</b>	<b>Wayne Ross</b> <i>Democratic Education in the Age of Empire: Critical Pedagogy and the Pursuit of the Dangerous Citizenship</i>	<b>Grant Banfield</b> <i>For human's sake: Activism and the necessity of struggle for humanity against capital</i>	<b>Marnie Holborow</b> <i>The neoliberal assault on Irish universities; continuing austerity, politics and forms of resistance</i>	<b>Carmel Borg</b> <i>No Liberation without Organic Intellectuals - Forming Educators for Social Change</i>
<b>11:45-12:30</b>	<b>COFFEE BREAK</b>	<b>COFFEE BREAK</b>	<b>COFFEE BREAK</b>	<b>COFFEE BREAK</b>
<b>12:30-13:15</b>	<b>Panagiota Gounari</b> <i>Militant Pedagogy in the Trump Era and the Politics of Authoritarianism</i>	<b>Agnieszka Dzemianowicz-Bak</b> <i>Conservative revolution, progressive counterrevolution and the Polish fight over education</i>	<b>Gianna Katsiampoura</b> <i>The tradition of workers' schools and popular education in early 20<sup>th</sup> century Europe</i>	<b>Periklis Pavlidis</b> <i>Socialism, labour and education: from Marx to Makarenko</i>
<b>13:15-14:30</b>	<b>John Portelli</b> <i>Subversion in Education: A Challenge and an Alternative to Neoliberal Inequities</i>	<b>George Grollios</b> <i>The Critical education movement and the educational policy of the "left-wing" government in Greece</i>	<b>Lotar Rasinski</b> <i>Marxism and discourse theory. Bridging the divide</i>	<b>Paolo Vittoria</b> <i>Educational Praxis as communitarian action beyond the neoliberal borders: insights from Maestri di Strada</i>
<b>14:30-15:15</b>				<b>Kostas Skordoulis</b> <i>Lessons of October in the 21<sup>st</sup> Century</i>

# Parallel Sessions

Marasleios Pedagogical Academy Building

Wednesday, 28 June 2017

## Room 1

<b>17:00-17:30</b>	<b>Fatma Mizikaci</b> (Ankara U.) Critical Discourse Analysis in Higher Education: A Case of Two University Models in California
<b>17:30-18.00</b>	<b>Sezen Bayhan</b> (Istanbul Technical U.), <b>Ayşe Caner</b> (Bogazici U.) & <b>Gulistan Eren</b> (Bogazici U.) Success and failure in a transition to secondary education: Understanding the implications of a new high school placement system
<b>18:00-18:30</b>	<b>Nagihan Gokce</b> (Kastamonu U.), <b>Ahmet Yildiz</b> (Ankara U.) & <b>Hande Dindar</b> (Kastamonu U.) An Analysis on Reasons of Illiterate Women for Non-Participation in Literacy Courses in Turkey
<b>18:30-19:00</b>	<b>Remzi Onur Kukurt</b> (Ankara U.) A Philosophical Inquiry on the Totalitarian Logic of Mass Education and Violence in Education
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Sengul Erden</b> (Ankara U.) The Effect of Neoliberal Policies on Health Education
<b>20:00-20:30</b>	<b>Tom Griffiths</b> (University of Newcastle, Australia) World-Systems Analysis and Critical Education
<b>20:30-21:00</b>	<b>Christina Koutouvela</b> (U. Athens), <b>Vassilis Pantazis</b> (U. Thessaly) & <b>Chrysanthi Katseli</b> (U. Athens) Democracy in education in the times of postmodernity: Challenges for anti-racist education

## Room 2

<b>17:00-17:30</b>	<b>Hasan Huseyin Aksoy</b> (U. Ankara) Inequalities and Reasons Beyond the Boundaries of Vocational Schooling
<b>17:30-18.00</b>	<b>Eleni Damianidou</b> (U. Cyprus), <b>Olga Manora</b> (Latsia Lyceum), <b>Andri Evangelou</b> (Latsia Lyceum), <b>Irene Kasapi</b> (Latsia Lyceum) & <b>Kyriaki Antreou</b> (Latsia Lyceum) Fostering educational change through student empowerment
<b>18:00-18:30</b>	<b>Constantina Stefanidou</b> (U. Athens), <b>Christos Stefanou</b> (U. Athens) & <b>Maria Liakopoulou</b> (Secondary education teacher) Anti-Racist Education - From Theory to Action: The Case of A Natural Sciences Educational Program
<b>18:30-19:00</b>	<b>Meral Kaya</b> (Brooklyn College, City University of New York)

	Reshaping one Literacy Course in a Teacher Education Program for Equality and Power of Multiculturalism
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Saib Dianati</b> (Flinders U.) Critical Theory in the MBA program: The introduction of the 'Critique'
<b>20:00-20:30</b>	<b>Fevzi Dursun</b> (Gaziosmanpasa U.) Opinions of foreign candidate teachers on the problems they experience
<b>20:30-21:00</b>	<b>Sebahat Sahin</b> (Ankara U.) & <b>Melike Acar</b> (Bogazici U.) How Neoliberal Education Design Is Reflected in Classrooms: The Many Faces of Neoliberalism in a 4th Grade Classroom

### Room 3

<b>17:00-17:30</b>	<b>Athanasios Aidinis</b> (U. Thessaloniki) & <b>Stavroula Karadaidou</b> (U. Thessaloniki) Negotiating anger, violence and punishment in the context of critical literacy in first grade
<b>17:30-18:00</b>	<b>Aybuke Basturk</b> (Karadeniz Technical U.), <b>Taner Altun</b> (Karadeniz Technical U.) & <b>Zuhal Dinc Altun</b> (Karadeniz Technical U.) Hearing the Voices of Pre-Service Teachers on Democratic Education in Turkey: A Phenomonological Study
<b>18:00-18:30</b>	<b>Katerina Georgakoudi</b> (U. Athens) & <b>Krystallia Halkia</b> (U. Athens) Factors influencing primary students' future engagement in science carriers: The case of the socially marginalized area of Tavros
<b>18:30-19:00</b>	<b>Vassiliki Gkouni</b> (U. Athens), <b>Symeon Nikolidakis</b> (U. Athens), <b>Alexandros Argyriadis</b> (Frederick U.) & <b>Maria Athanasekou</b> (Aegean U.) Creativity and Learning: Supporting Students' Creativity Integrating Arts into Literature Instruction
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Anna Constantino</b> (Greenwich U.) Pedagogical heterotopias. Carving out emancipator spaces in neoliberal (language) education
<b>20:00-20:30</b>	<b>Ozlem Keserci Ozturk</b> (Sinop U.) How do neo-liberalist policies affect the education of a foreign language course - English as a foreign language at Turkish State Universities
<b>20:30-21:00</b>	<b>Duygu Kucuk</b> (Selcuk U.) Artist Education in Universities as an Identity Construction

### Room 4



<b>17:00-17:30</b>	<b>Deniz Gulec Bagci</b> (Hacettepe U.) & <b>Aylin Demirli Yildiz</b> (Baskent U.) LGBTI Students Under Siege: A Critical Glance on Teacher Attitudes
<b>17:30-8.00</b>	<b>Gulay Aslan</b> (Gaziosmanpasa U.) Gender perceptions of teachers: a metaphoric analysis regarding female and male students
<b>18:00-18:30</b>	<b>Zahava Barkani</b> (Kibbutzim College of Education, Technology and Art) Creating Feminist Social Awareness in Schools through Art
<b>18:30-19:00</b>	<b>Yasemin Tezgiden Cakcak</b> (Middle East Technical U.) A Small Step Against Patriarchal Hegemony
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Ebru Eren Deniz</b> (Ankara U.) Employment Processes of LGBTI Workforce and A Critical Analysis of the Problems They Face in Their Working Life
<b>20:00-20:30</b>	<b>Fulya Ezmeci</b> (Hacettepe U.) & <b>Ozge Nurlu</b> (Gazi U.) Occupational Gender-Role Stereotypes in Children
<b>20:30-21:00</b>	<b>Akif Coskun, Muhammed Keser &amp; Pinar Yazgan</b> Union Related belonging of female teachers who are members of Teachers' Union in Turkey

### **Room 5**

<b>17:00-17:30</b>	<b>Birol Algan</b> (U. Ankara) School as a Field of Production of Violence
<b>17:30-18.00</b>	<b>Vassilis Arvanitis</b> (U. Athens) Philosophy and politics in education. Ontology and alienation of the non-existent subject.
<b>18:00-18:30</b>	<b>S. Erhan Bagci</b> (Ankara U.) Emancipatory Education as Exodus: In Search of an Alternative Production of Subjectivity
<b>18:30-19:00</b>	<b>Efe Basturk</b> (Recep Tayyip Erdogan U.) The Idea of Parrhesia: Alternative for the Neoliberal Subjectivity
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-21:00</b>	<b>Academic Labour and Activism: Experiences from the Coal-Face</b> <b>Facilitators: John Rice, Alpesh Maisuria and Grant Banfield</b> The purpose of the Session is to bring academic activists together to share experiences of working in, against and beyond neoliberalised education institutions. 'Academic Labour' is taken in its broadest revolutionary sense to mean any pedagogical work directed to the development of self-reflexive capacities in people for progressive social change. The approach of the session will be dialogic. As such, please bring your experiences, stories, frustrations and joys to the table. John Rice will open our

	dialogue by offering a story from the Australian Technical and Further Education (TAFE) system. He will describe how his English as Second language (ESL) students - who had their English literacy skills honed by the development of Marxian-based critical thinking - became significant social activists in struggles to resist neoliberal reforms of TAFE. Alpesh and Grant will offer brief reflections of John's account in order to open the session to collective dialogue
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### Thursday, 29 June 2017

#### Room 1

<b>17:00-17:30</b>	<b>Anna Dzierzgowska</b> (Multicultural Humanistic High School "Jacek Kuron") Teaching history in Poland. Whose history? Whose teaching?
<b>17:30-18.00</b>	<b>Kadir Eryilmaz</b> (Istanbul Bilgi U.) The class of the Law: A socio-legal research on legal education in Turkey
<b>18:00-18:30</b>	<b>Sharon Jones</b> (Anglia Ruskin U.) Negative Educational Experiences And Social Mobility In Later Life: How An 'Arts' Intervention Can Be Key For Improving Outcomes Amongst An 'Underclass'
<b>18:30-19:00</b>	<b>Sadik Kartal</b> (Mehmet Akif Ersoy U.) Nationalist Elements in the Turkish Education System
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Violetta Galanopoulou</b> (U. Athens) & <b>Dimitris Skordos</b> (U. Athens) Classification, verification and disquisition on the archive of the 1st Elementary School of Drapetsona during the period 1940-1951
<b>20:00-20:30</b>	<b>Nurcan Korkmaz</b> (Ankara U.) A Transformation Story in Adult Vocational Education: From A Humanistic View to A Neoliberal Capitalist View
<b>20:30-21:00</b>	<b>Ali Ilker Kurt</b> (Ankara U.) Changes In Public Expenses In Vocational Education In Turkey: A Balance Sheet Experiment

#### Room 2

<b>17:00-17:30</b>	<b>Zafer Kiraz</b> (Gaziosmanpasa U.) & <b>Fuad Bakioglu</b> (Gaziosmanpasa U.) Investigation of the Relationship between Pre-Service Teachers' Epistemological and Educational Beliefs
<b>17:30-18.00</b>	<b>Bari-ika Vite</b> (Anglia Ruskin U.) Generating Value for All Nigeria Youth: Participation and Policy

	Making
<b>18:00-18:30</b>	<b>Nurettin Beltekin</b> (Mardin Artuklu U.) & <b>Yalcın Ozdemir</b> (Omer Halisdemir U.) The Educational Forms of Economical Mind in Turkish Education System
<b>18:30-19:00</b>	<b>Pau Bori</b> (Belgrade U.) & <b>Jelena Petanovic</b> (Independent Researcher) The Topic of Housing in Second Language Education: Creating a Neoliberal Fairytale
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Gokce Cataloluk</b> (Istanbul Bilgi U.) Why Secular Public Education is a Class Issue: Aladag Massacre Beyond Rights Talk
<b>20:00-20:30</b>	<b>Halil Han Aktas</b> (Middle East Technical U.) Cultural Capital at an Elite School
<b>20:30-21:00</b>	<b>Aslihan Hanci</b> (Ankara U.) Importance of analyzing education as a political phenomenon for critical pedagogy

### **Room 3**

<b>17:00-17:30</b>	<b>Spyros Kollas</b> (U. Athens) & <b>Krystallia Halkia</b> (U. Athens) Scientific literacy in Second Chance Schools: Science teachers' training in designing student-oriented curricula
<b>17:30-18:00</b>	<b>Gulten Yildirim</b> (Pamukkale U.), <b>Gul Tuncel</b> (Marmara U.) & <b>Ozlem Yigit</b> (Bolu Abant İzzet Baysal U.) An investigation of donation campaigns to schools organized under social service practices courses in the context of education right
<b>18:00-18:30</b>	<b>Anna-Leena Riitaoja</b> (U. Helsinki), <b>Marianna Vivitsou</b> (U. Helsinki) & <b>Paul IIsley</b> (Norther Illinois U. and U. Helsinki) No 'Sisu No Glory: Production-Oriented Obedient Professionalism In The Academia
<b>18:30-19:00</b>	<b>Nilufer Yilmaz</b> (Sinop U.) Subcontracting in Education and Risks of it for Children
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Eugenia Arvanitis</b> (U. Patras) The lost generation: Normative aspirations and pedagogical challenges in Refugee Education
<b>20:00-20:30</b>	<b>Humeyra Togan</b> (Ankara U.) & <b>Mehmet Togan</b> (Ankara U.) Whose Right to Education? Education of Working Kids
<b>20:30-21:00</b>	<b>Naciye Aksoy</b> (Gazi U.), <b>Ulku Coban Sural</b> (Gazi U.) & <b>Gulsum Yildirim</b> (Gazi U.) Gender Representation in the 4th Grade Human Rights, Citizenship and Democracy Text Book

#### Room 4

<b>17:00-17:30</b>	<b>Dilara Clarkson</b> (Ankara U.) Happiness for Sale
<b>17:30-18:00</b>	<b>Eirini Rafaela Koufopoulou</b> (U. Athens) Marx In the Age Of Digital Capitalism: A Critical Reading
<b>18:00-18:30</b>	<b>Yaying Zhong</b> (U. British Columbia) Reading Freire's words: are Freire's critical pedagogy applicable to China's higher education?
<b>18:30-19:00</b>	<b>Georgia Zigkou</b> (U. Athens) Critical education and environmental education
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Nikolaos-Marios Damianakis</b> (U. Thessaloniki) The Unemployment in the light of Psychology and Education
<b>20:00-20:30</b>	<b>Huseyin Yolcu</b> (Kastamonou U.), <b>Sema Muratoglu &amp; Ihsan Yilmaz</b> An Extra Budgetary Source for Schools: Evaluation of Philanthropic Contribution In Turkey

#### Room 5

<b>17:00-17:30</b>	<b>Tao-Chen HSU</b> (East Anglia U.) Exploring the Application of Concepts of Critical Pedagogy in the Sunflower Student Movement in Taiwan
<b>17:30-18:00</b>	<b>Panagiotis Sotiris</b> (Independent Researcher) University Struggles in a Period of Crisis
<b>18:00-18:30</b>	<b>Maria Souvlidi</b> The role of critical language awareness as a form of resistance to language's authoritarian mechanism of the social elite
<b>18:30-19:00</b>	<b>Juha Suoranta</b> (U. Tampere, Finland) C. Wright Mills in Cuba
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-21:00</b>	<b>Book Presentation</b> <b>Simon Boxley:</b> "Schooling and Value: Marxist Essays in Education, 2006-2016"

**Friday, 30 June 2017**

#### Room 1

<b>17:00-17:30</b>	<b>Linda Akomaning</b> (U. Anglia Ruskin) Ghanaian Perspectives on Educational Successes and Failures
<b>17:30-18:00</b>	<b>Maria Fragkaki</b> (Al-Quds Open University, Palestine) Technology Enhanced smart Learning (TEsL) in the West and the East: Developing Higher Education Policy and Curricula Beyond Capital Attacks and National Stereotypes
<b>18:00-18:30</b>	<b>Fuad Bakioglu</b> (Gaziosmanpasa U.) & <b>Zafer Kiraz</b> (Gaziosmanpasa U.)

	Investigation of the Relationship between Pre-Service Teachers' Teaching-Learning Conceptions and Self-Efficacy
<b>18:30-19:00</b>	<b>Niki Stavrakaki</b> Breaking through traditional research methods in educational research: Using diaries in exploring the extent and the consequences of job related stress amongst primary school teachers in Greece
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Lindy Syson</b> (Durham U.) Critical educators and academic autonomy in the neo-liberal university
<b>20:00-20:30</b>	<b>Oskar Szwabowski</b> (Szczecin U.) Co-autoethnography and emancipatory education
<b>20:30-21:00</b>	<b>Erdal Kucuker</b> (Gasiomanpasa U.) A practice related to Freire's problem posing education model in higher education context

### Room 2

<b>17:00-17:30</b>	<b>Panos Doulas</b> (Public School Teacher, Athens) "The Seven Year Itch"
<b>17:30-18:00</b>	<b>Aristotelis Gkiolmas</b> (U. Athens), <b>Kostas Skordoulis</b> (U. Athens), <b>Anthimos Chalkidis</b> (U. Athens) & <b>Artemisia Stoumpa</b> (U. Athens) Teacher Empowerment and the Hidden Curriculum: Contradictions in Educating Victims of War
<b>18:00-18:30</b>	<b>Murat Gurkan Gulcan</b> (Gazi U.) Child Labour and Education Rights
<b>18:30-19:00</b>	<b>Mehmet Taki Yilmaz</b> (Sinop U.) Reading the Last Pages of PISA Reports
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Evgenia Magoula</b> (U. Athens) & <b>Christianna Theologitou</b> (U. Athens) Interculturality, Inclusion and Language Education of refugee students
<b>20:00-20:30</b>	<b>Gyorgy Meszaros</b> (Eotvos Lorand U.), <b>Melinda Kovai</b> (Eotvos Lorand U.), <b>Cecilia Kovai</b> (Hungarian Academy of Sciences) & <b>Eszter Neumann</b> (Hungarian Academy of Sciences) Beyond identity: the theoretical background of a critical "socioanalysis" training
<b>20:30-21:00</b>	<b>Sule Sam</b> (Ankara U.) & <b>Gulistan Koc</b> (Ankara U.) The Last Victims of Neo-liberalism: Refugees' Access to Education in Turkey

### Room 3

<b>17:00-17:30</b>	<b>Zeynep Alica</b> (U. Ankara)
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	The Role of Adult Education in the Construction and Prosecution of Hegemony
<b>17:30-18:00</b>	<b>Melanie Knight</b> (Ryerson U.) Subverting zone entrepreneurial education in neoliberal times
<b>18:00-18:30</b>	<b>Emil Marmol</b> (U. Toronto) Trump as historical continuity, not paradigm shift: a Latino Perspective
<b>18:30-19:00</b>	<b>Michael McCanless</b> (Rhodes College) Thinking-together Post-Industrial Labor Education: Paul Willis and the Service Economy
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Gokhan Ozkan</b> (Kirkclareli U.) The Influence of Historical Transition on Educational Policies: Samples of Turkey and Poland
<b>20:00-20:30</b>	<b>Selahattin Ozturk</b> (Sinop Seydi Ali Reis, Vocational and Technical Anatolian High School) A Brief Re-thinking and Reassessment Of The Aims and the Present “Reality” of Teaching English as a Second Language. A kind of Needs Analysis and Students’ Expectations at Vocational High Schools in Turkey
<b>20:30-21:00</b>	<b>Konstantina Papakosta</b> (U. Thessaloniki) School History and Ideological Colonialism: The Acropolis of Athens as Heterotopia in the Ancient History Textbooks

#### **Room 4**

<b>17:00-17:30</b>	<b>Turgut Tosun</b> (Ankara U.) & <b>Burcu Civas</b> (TED U.) Educational Assessment in terms of Adult Education of NGOs supporting Syrians in Turkey
<b>17:30-18:00</b>	<b>Zoe Christina Siamanta</b> (Birkbeck, U. London) & <b>Konstantina Tsalapati</b> (U. Athens) Political Ecology & Public Understanding of Science: Alternatives to Green Neoliberalism through ‘Cognitive Praxis’ of Movements and ‘Post-critical Experiments
<b>18:00-18:30</b>	<b>Evangelia Mavrikaki</b> (U. Athens) Cultural Aspects of Food and Nutrition: A Critical Approach
<b>18:30-19:00</b>	<b>Birgul Ulutas</b> (Education Ministry of Turkey) The New Generation And The New Language: A Research On Secondary School Students Who Use The Video Sharing Networks
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Jones Irwin</b> (U. Dublin) Radical Education Then and Now – Affinities and Disaffinities Between Lyotard and Rancière and Their Contemporary Significance in Educational Struggle
<b>20:00-20:30</b>	<b>Ahmet Uysal</b> (Nevsehir Haci Bektas Veli U.), <b>Asyman Erarslan</b> & <b>Mine Ozel</b>

	Othering vocational high schools: The sufficiency and features of vocational high schools in Turkey
<b>20:30-21:00</b>	<b>Tugce Arikan</b> (Bilkent U.), <b>Ebru Oguz</b> (Mimar Sinan Fine Arts U.) & <b>Erdal Kucuker</b> (Gaziosmanpasa U.) Privatization of Education: Government support for the private school students in Turkey

### **Room 5**

<b>17:00-17:30</b>	<b>Selman Almis</b> (U. Sinop) Political Economy of Being out-of-School and the Academic Nearsightedness
<b>17:30-18:00</b>	<b>Aloisio Monteiro</b> (Federal Rural University of Rio de Janeiro) Memories of Preconceptions: struggles in the deconstruction of institutionalized racism and the perspective of decolonization of school curricula in Pirapora-MG / Brazil
<b>18:00-18:30</b>	<b>Athanasios Strantzalos</b> (Institute of Educational Policy, IEP) Mathematics Educational Research potentials for Mathematics-curriculum-teacher-researchers
<b>18:30-19:00</b>	<b>Nevruz Ugur</b> (Grand National Assembly of Turkey), <b>Mehmet M. Akgunduz</b> (Ankara U.), <b>Ferhat Cabais</b> (Ankara U.) & <b>Zubeyde Tosun Ekinci</b> (Ankara U.) An Assessment of the Teacher Opinions as regards the Impact of the Use of Technology in Education on the Quality of Education in Turkey
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Marines Veronica Ferreira</b> (Federal U. Santa Catarina) & <b>Carlos Alberto Marques</b> (Federal U. Santa Catarina) Curriculum restructuring from the freireana thematic approach: Overcoming propositions in defining the generator theme
<b>20:00-20:30</b>	<b>Mariola Ganko-Karwowska</b> (University of Szczecin) Intersubjectivity - in between of contingency and availability of symbolic structures
<b>20:30-21:00</b>	<b>Giorgos Gkalpas</b> (Independent Researcher) & <b>Christos Avramidis</b> (Independent Researcher) Ideology and Ideological State Apparatuses: A Critical Reading

### **Saturday, 1 July 2017**

#### **Room 1**

<b>17:00 -17:30</b>	<b>Gianna Katsiampoura</b> (NHRF), <b>Polina Chrysochou</b> (Anglia Ruskin U.) & <b>Kostas Skordoulis</b> (U. Athens) History of Science and a Critical Pedagogy of Science and Technology
<b>17:30-18:00</b>	<b>Emmanuel Alissavakis</b> (U. Athens) The "School of Labour" of Michalis Papamavros. What is it and what is its impact in the form of schools nowadays

<b>18:00-18:30</b>	<b>George Morianopoulos</b> (U. Athens) A critical view of Attention Deficit Hyperactivity Disorder (ADHD) from an educational aspect
<b>18:30-19:00</b>	<b>Senay Altinisik</b> (Ankara U.) Obstacles arising from special education rights
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-20:00</b>	<b>Zuhal Dinc Altun</b> (Karadeniz Technical U.) & <b>Tugba Isildak Tezcan</b> (Karadeniz Technical U.) What Songs Say About Values? Views of Music Teachers About Music Education Text-Books
<b>20:00-20:30</b>	<b>Alexandros Argyriadis</b> (Frederick U.), <b>Evangelia Kalerante</b> (U. Western Macedonia), <b>Symeon Nikolidakis</b> (Thrace U.), <b>Maria Athanasekou</b> (Aegean U.) & <b>Vassiliki Gkouni</b> (Athens U.) The experience of poverty in Special Greek Schools: A Pilot study
<b>20:30-21:00</b>	<b>Sevgi Gulbitti</b> (Ankara U.) Village Institute Experience and Public Education in Turkey

### Room 2

<b>17:00-17:30</b>	<b>Nafsika Kapsala</b> (U. Athens), <b>Matina Mpalampekou</b> (U. Athens) & <b>Evangelia Mavrikaki</b> (U. Athens) Repositioning science teacher's role in the context of critical education with history of science storytelling
<b>17:30-18:00</b>	<b>Elisavet Micha</b> (U. Athens) Critical Science Education and educational practice
<b>18:00-18:30</b>	<b>Christina Misailidou</b> (U. Athens) Teaching mathematical problem solving in primary school: A critical mathematics education perspective
<b>18:30-19:00</b>	<b>Ekin Ozturk</b> (Middle East Technical U.) How do neo-liberalist policies affect the education of foreign language education (English) at schools of foreign languages
<b>19:00-19:30</b>	<b>Coffee Time</b>
<b>19:30-21:00</b>	<b>On Academic Freedom, the Teacher's Authority: A Critical Case Comparison-Turkish and U.S. Teachers' Colleges (Panel Presentation)</b> <u>Chair:</u> <b>Guy Senese</b> (Northern Arizona U.) <u>Discussants:</u> <b>Fatma Mizikaci</b> (Ankara U.), <b>Yasemin Cakcak-Tezgiden</b> (Middle East Technical U.), <b>Ayhan Ural</b> (Gazi U.), <b>Pelin Taskin</b> (Ankara U.), <b>Ebru Eren Deniz</b> (Ankara U.), <b>Birol Algan</b> (Ankara U.) & <b>Barbara Veltri</b> (Northern Arizona U.)

### Room 3

<b>17:00-17:30</b>	<b>Eleni Katsarou</b> (U. Crete) Towards a democratic curriculum reform: the potential contribution of critical literacy and action research
<b>17:30-18:00</b>	<b>Thanasis Kakavelakis</b> (U. Crete)



	Critical Literacy Practices in the school subject of Ancient Greek Language and Literature
<b>18:00-18:30</b>	<b>Alexandros Vasileiadis</b> (U. Crete) & <b>Athanasios Strantzalos</b> (IEP) Reporting on mathematical teaching- and curricular- action research projects in times of Crisis: implications of fruitful results, reflections on methods and potentials
<b>18:30-19:00</b>	<b>Anna Sfakianaki</b> (U. Crete) Collaborative action research as a pivot for democratic school development
<b>19:00 – 19:30</b>	<b>Konstantinos Sipitanos</b> (U. Crete) Participatory action Research: Students as co-researchers in a critical literacy framework
<b>19:30-20:00</b>	<b>Coffee Time</b>
<b>20:00-20:30</b>	<b>Helen Drenoyianni</b> (U. Thessaloniki) & <b>Nikos Bekos</b> (U. Thessaloniki) Investigating Greek computing teachers' curriculum ideologies
<b>20:30-21:00</b>	<b>Afroditi Terzi</b> (U. Amsterdam) & <b>Hulya Kosar-Altinyelken</b> (U. Amsterdam) Democratic Learning in Higher Education: Implementation, Possibilities and Challenges

### **Room 5**

<b>17:00-17:30</b>	<b>Janbee Shaik Mopidevi</b> (Best of Humanity Foundation) From narrow instrumental curriculum policies to critical and transformative frameworks to ensure Education as a democratic and sustainable practice: Alternative holistic approaches based on the philosophical insights of Rabindranath Tagore and Jiddu Krishnamurti
<b>17:30-19.00</b>	<b>Book Presentation</b> <b>Paolo Vittoria</b> , <i>Narrating Paulo Freire</i>
<b>19:00-19:30</b>	<b>Coffee Time</b>

**Sunday 2<sup>nd</sup> July 2017**  
**10:30 – 12:30 Closing Session**  
**International Critical Education Conferences: What Next?**  
**Venue to be Announced**

**Πρόγραμμα Παράλληλων Συνεδριών στην Ελληνική Γλώσσα  
Κτίριο Μαράσλειου Παιδαγωγικής Ακαδημίας  
Τετάρτη 28 Ιουνίου**

**Αίθουσα 6**

<b>17:30-18.00</b>	<b>Μαίρη Χατζηθεοδωρίδου (ΑΠΘ), Ευαγγελία Βουρτσάκη (ΑΠΘ) &amp; Βασιλική Κανκιά</b> (Εκπαιδευτικός α/θμιας εκπαίδευσης) Εναλλακτική Παραγωγή Ταινιών από παιδιά στα πλαίσια της Κριτικής Παιδαγωγικής και του Απελευθερωτικού Θεάτρου
<b>18:00-18:30</b>	<b>Μάτα Μαγαλιού</b> (Εκπαιδευτικός α/θμιας εκπαίδευσης) Αντιλήψεις των μαθητών Ε και ΣΤ του δημοτικού σχολείου για την οικονομική κρίση - Ο ρόλος μας στο «σχολείο της κρίσης»
<b>18:30-19:00</b>	<b>Ντίνος Παντελίδης</b> (Εκπαιδευτικός Ειδικής Αγωγής) Από την Ειδομένη στο Ωραιόκαστρο, η ένταξη των προσφυγόπουλων στο δημόσιο σχολείο
<b>19:00-19:30</b>	<b>Διάλειμμα-Καφές</b>
<b>19:30-20:00</b>	<b>Δημήτρης Πολυχρονιάδης</b> (Εκπαιδευτικός /θμιας εκπαίδευσης) Επιλογή στελεχών εκπαίδευσης – Από το Δημόσιο Σχολείο της ιεραρχικής εξέλιξης στο Αγοραίο Σχολείο των διευθυντών – manager του νεοφιλελευθερισμού
<b>20:00-20:30</b>	<b>Κ. Τσώλη (ΕΚΠΑ) &amp; Θωμάς Μπαμπάλης (ΕΚΠΑ)</b> Ενεργός πολιτειότητα: η συμβολή της βιωματικής μάθησης και της κριτικής εκπαίδευσης"
<b>20.30-21.00</b>	<b>Τριανταφυλλιά Κωστούλη (ΑΠΘ) &amp; Μάριος Στυλιανού (ΑΠΘ)</b> Διαπάλη Λόγων για τη νοσηματοδότηση της γλωσσικής διδασκαλίας: Μια κριτική ανάλυση της εκπαιδευτικής μεταρρύθμισης για το γλωσσικό μάθημα στην Κύπρο

**Αίθουσα 7**

<b>17:00-17:30</b>	<b>Κωνσταντίνος Μαλαφάντης (ΕΚΠΑ)</b> Προς έναν Κριτικό Λογοτεχνικό Γραμματισμό με «Λογισμό και μ' Όνειρο»
<b>17:30-18:00</b>	<b>Χρυσή Μονιάκη (ΕΚΠΑ)</b> Μια προσπάθεια υπέρβασης της αντίθεσης γενικού-μερικού στη μετανεωτερική σκέψη από την οπτική της χειραφετητικής άποψης στην πολιτική φιλοσοφία και στην εκπαίδευση
<b>18:00-18:30</b>	<b>Καλλιόπη Μούντζελου (ΑΠΘ)</b> Η αντίφαση της παιδαγωγικής σχέσης και η ενίσχυση της χειραφετικής της πλευράς
<b>18:30-19:00</b>	<b>Ιωάννα Σαββίδου (ΑΠΘ)</b> The Social Frontier : Πεδίο Δημόσιας Συζήτησης για τον Στρατηγικό Ρόλο της Εκπαίδευσης
<b>19:00-19:30</b>	<b>Διάλειμμα-Καφές</b>

<b>19:30-20:00</b>	<b>Χρυσάνθη Καραμήτρου (ΑΠΘ)</b> Ο θρησκευτικός κατηχισμός στο ελληνικό εκπαιδευτικό σύστημα
<b>20:00-20:30</b>	<b>Νατάσα Κονδύλη (Εκπαιδευτικός α/θμιας εκπαίδευσης)</b> Ο ρόλος της απελευθερωτικής και Κριτικής Παιδαγωγικής στην κρίση: Μια απόπειρα μεταφοράς των αρχών της στην εκπαιδευτική πρακτική
<b>20:30-21:00</b>	<b>Χριστίνα Νομικού (εκπαιδευτικός α/βάθμιας εκπαίδευσης) &amp; Κώστας Σκορδούλης (Παν. Αθηνών)</b> Αντιλήψεις και Στάσεις των Εκπαιδευτικών Α/βάθμιας Εκπαίδευσης σε σχέση με την ακολουθούμενη πολιτική για την εκπαίδευση παιδιών προσφύγων και μεταναστών

### Πέμπτη 29 Ιουνίου 2017

#### Αίθουσα 6

<b>17:00-17:30</b>	<b>Βάσω Ζαρκινού (Νηπιαγωγός)</b> Δημόσιο και δωρεάν δίχρονο υποχρεωτικό νηπιαγωγείο κριτική και διεκδικήσεις
<b>17:30-18:00</b>	<b>Θεοδώρα Αγάπογλου (ΑΠΘ)</b> Όψεις του νεοφιλελευθερισμού στο ελληνικό δημόσιο Δημοτικό σχολείο: μελέτη περίπτωσης
<b>18:00-18:30</b>	<b>Βασίλης Μακρής (ΕΚΠΑ)</b> Η χρήση του κινηματογραφικού λόγου στην προσπάθεια δημιουργίας Κριτικής Σκέψης και συλλογικής εμπειρίας. Η συγκεκριμένη δράση σε σχολείο της Καλλιθέας
<b>18:30-19:00</b>	<b>Μαρία Βαφειάδου (ΑΠΘ) &amp; Ευφροσύνη Γκρίμπιλα (ΑΠΘ)</b> Προσεγγίζοντας την κριτική παιδαγωγική μέσω της θεατρικής και μουσικής τέχνης
<b>19:00-19:30</b>	<b>Διάλειμμα-Καφές</b>
<b>19:30-20:00</b>	<b>Ειρήνη Γεωργάκη-Κόλλια (Μέλος του «Ατελιέ της Φανταστικής»), Ροζαλία Ποζίδου (Μέλος του «Ατελιέ της Φανταστικής») &amp; Αικατερίνη Ιωαννίδου (Μέλος του «Ατελιέ της Φανταστικής»)</b> Οι απελευθερωτικές διαστάσεις της φαντασίας μέσω εικαστικών δράσεων και ιστοριοπλασίας στην πρώτη σχολική ηλικία
<b>20:00-20:30</b>	<b>Δημήτρης Μαριόλης (Πάντειο Παν/μιο) &amp; Παυλίνα Νικολοπούλου (Παν/μιο Πελοποννήσου)</b> Σχολείο και κρίση. Η απάντηση της ζωντανής εκπαίδευσης
<b>20:30-21:00</b>	<b>Αικατερίνη Βαλάρη (ΑΠΘ)</b> Τα Πρότυπα Πειραματικά Σχολεία: ένα νεοφιλελεύθερο παράδειγμα;
<b>21:00-21:30</b>	<b>Δημήτρης Νικολούδης (ΑΠΘ)</b> Το ζήτημα της επιμόρφωσης των δασκάλων: Μία ερευνητική προσέγγιση

#### Αίθουσα 7

<b>17:00-17:30</b>	<b>Πέννυ Στεφανίδου (ΕΜΠ) &amp; Ευαγγελία Παυλάτου (ΕΜΠ)</b> Θέματα STS: Εξετάζοντας το παρελθόν, το παρόν και το μέλλον, μέσω του εγγραμματισμού, για την κριτική εκπαίδευση, διαμέσου μιας δημοκρατικής κοινωνίας
<b>17:30-18:00</b>	<b>Μαρία Γεωργίου (ΕΚΠΑ)</b> Κριτική παιδαγωγική και εκπαίδευση παιδιών προσφύγων
<b>18:00-18:30</b>	<b>Ελισάβετ Αναστασοπούλου (Παν/μιο Αιγαίου)</b> Σχολικός Χώρος και Μετανάστευση
<b>18:30-19:00</b>	<b>Αδριανή Προκόπη (Εκπαιδευτικός α/θμιας εκπαίδευσης)</b> Η ένταξη των προσφύγων μαθητών και μαθητριών στο ελληνικό εκπαιδευτικό σύστημα, η εμπειρία των ΔΥΕΠ, οι αντιδράσεις εκπαιδευτικών και γονιών
<b>19:00-19:30</b>	<b>Διάλειμμα-Καφές</b>
<b>19:30-20:00</b>	<b>Τσιαγκάνη Ντόρα (Παν/μιο Αιγαίου)</b> Σαλί, Μεφάτ, Χρήστος, Βαλέρια στο ίδιο θρανίο: Διαδρομές μάθησης στην πολυπολιτισμική σχολική τάξη
<b>20:00-20:30</b>	<b>Ζωή Κουρουμιχάκη (ΔΠΘ)</b> Η διερεύνηση των πολυπολιτισμικών -και κατ' επέκταση διαπολιτισμικών στοιχείων- στα Α.Π. της γλώσσας και της ιστορίας της Ε' και Στ' δημοτικού από τη μεταπολίτευση μέχρι σήμερα
<b>20:30-21:00</b>	<b>Χρύσα Οδατζίδου (Χαροκόπειο Παν/μιο Αθηνών)</b> Υποστηρίζοντας πολιτισμικές μειονότητες με χορηγό την ανθρωπιά, η περίπτωση της μουσουλμανικής μειονότητας στο Γκάζι

### Παρασκευή 30 Ιουνίου 2017

#### Αίθουσα 6

<b>17:00-17.30</b>	<b>Γλυκερία Φίστα (ΑΠΘ), Έφη Παπαδημητρίου (ΑΠΘ) &amp; Ευαγγελία Φίστα (ΑΠΘ)</b> Ενήλικες μετανάστες μαθητές/ήτριες νοσηματοδοτούν το κοινωνικοπολιτικό τοπίο του μεταβαλλόμενου κόσμου: Μια παιδαγωγική προσέγγιση θεμελιωμένη στη θεωρία του Paulo Freire
<b>17:30-18:00</b>	<b>Δέσποινα Αθανασιάδου (ΑΠΘ)</b> Οι αντιλήψεις των δασκάλων για την επαγγελματική τους αυτονομία, τον ρόλο τους και την ταυτότητα τους
<b>18:00-18:30</b>	<b>Χρύσα Παπαδέλη (Παν/μιο Πελοποννήσου), Μαρία Νικολακάκη (Παν/μιο Πελοποννήσου) &amp; Ιωάννης Παπαδέλης (Παν/μιο Πελοποννήσου)</b> Τι συμβαίνει όταν οι δάσκαλοι δεν μπορούν πλέον να διδάξουν; Μια μελέτη περίπτωσης των Ελλήνων εκπαιδευτικών που τέθηκαν σε διαθεσιμότητα
<b>18:30-19:00</b>	<b>Βασίλης Τσάφος (ΕΚΠΑ), Αλεξάνδρα Ανδρούσου (ΕΚΠΑ), Στεφανία Βουβουσίρα (ΕΚΠΑ), Μαρία Κουμιανάκη (ΕΚΠΑ), Αιμιλία Φάκου (ΕΚΠΑ) &amp; Πέτρος Χαραβιτσιδής (ΕΚΠΑ)</b> Η νοσηματοδότηση της οικονομικής κρίσης από τους εκπαιδευτικούς και οι στρατηγικές δράσης τους: ποιοτική έρευνα στον νομό Αττικής

19:00-19:30	<b>Διάλειμμα-Καφές</b>
19:30-20:00	<b>Έφη Παυλίδου (ΑΠΘ)</b> Η αξιολόγηση των εκπαιδευτικών στην Ελλάδα. Ιστορική αναδρομή
20:00-20:30	<b>Λαμπρίνα Γιώτη (Ελληνικό Ανοικτό Παν/μιο)</b> Η μετασχηματίζουσα μάθηση και η χειραφέτηση της καθημερινής συνείδησης των εκπαιδευτικών στην εποχή της κρίσης
20:30-21:00	<b>Κυριακή Γάτου (ΑΠΘ)</b> Κοινωνικο-οικονομική κρίση στο πλαίσιο του Νεοφιλελευθερισμού και οι επιπτώσεις στην Πρωτοβάθμια Εκπαίδευση (2010-2015)

### Αίθουσα 7

17:00-17:30	<b>Γιώργος Κρεασίδης (ΑΠΘ)</b> Η εκπαιδευτική πολιτική της κυβέρνησης ΣΥΡΙΖΑ-ΑΝΕΛ: Από τις αντιμνημονιακές προσδοκίες, στις εργαλειοθήκες του ΟΟΣΑ και της ΕΕ
17:30-18:00	<b>Αλίκη Λασπίδου (ΑΠΘ)</b> Η υπουργική απόφαση για τον «ενιαίο τύπο ολοήμερου δημοτικού σχολείου» ως αποτέλεσμα της νεοφιλελεύθερης πολιτικής της κυβέρνησης ΣΥΡΙΖΑ-ΑΝΕΛ
18:00-18:30	<b>Εύη Ζευγίτη (Παν/μιο Πελοποννήσου)</b> Οι επιδράσεις του ΟΟΣΑ στην ελληνική εκπαιδευτική πολιτική για την πρωτοβάθμια εκπαίδευση 1980-2010
18:30-19:00	<b>Ελένη Παπαποστόλου (Εκπαιδευτικός α/θμιας εκπαίδευσης)</b> Οι σταυροφόροι του νεοφιλελευθερισμού εφορμούν στην δημόσια εκπαίδευση: Έκθεση ΟΟΣΑ – Έκθεση ΣΕΒ - Πορίσματα εθνικού διαλόγου για την παιδεία (κυβέρνηση), μια αποκαλυπτική σύγκριση
19:00-19:30	<b>Διάλειμμα-Καφές</b>
19:30-20:00	<b>Μαρία Χάλαρη (UCL, Institute of Education, Alumna)</b> Η κοινωνική και οικονομική κρίση στην Ελλάδα και η ελπίδα για ένα διαφορετικό είδος παιδαγωγικής
20:00-20:30	<b>Φρειδερίκη Κούτσικα (Παν/μιο Δυτ. Μακεδονίας)</b> Κριτική προσέγγιση της ελληνικής νομοθεσίας για την αντιμετώπιση παραβατικής συμπεριφοράς ανηλίκων στις σχολικές βαθμίδες και στα εκπαιδευτικά ιδρύματα
20:30-21:00	<b>Ελένη Κατσαρού (Παν/μιο Κρήτης) &amp; Βασίλης Τσάφος (ΕΚΠΑ)</b> Το σχολείο ως επαγγελματική κοινότητα μάθησης στην προοπτική της αμφισβήτησης του κυρίαρχου νεοφιλελεύθερου λόγου για την εκπαίδευση

### Σάββατο 1 Ιουλίου 2017

### Αίθουσα 6

17:00-17:30	<b>Στυλιανός Πανταζίδης (Παν/μιο Θεσσαλίας) &amp; Ειρήνη Αυγουστάκη (Παν/μιο Θεσσαλίας)</b>
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	Η Παιχνιδοποίηση στην εκπαίδευση μέσα από το πρίσμα της Κριτικής Παιδαγωγικής
<b>17:30-18.00</b>	<b>Γεώργιος Πριμεράκης (ΑΠΘ)</b> Η εξέλιξη των προγραμμάτων σπουδών της τεχνολογίας στο αγγλικό πρόγραμμα σπουδών
<b>18:00-18:30</b>	<b>Δήμητρα Γακοπούλου (ΑΠΘ), Μαρία Κατσαφούρου (ΑΠΘ), Ευαγγελία Μπουγατζέλη (ΑΠΘ), Έφη Παπαδημητρίου (ΑΠΘ) &amp; Ευαγγελία Φίστα (ΑΠΘ)</b> Ανιχνεύοντας τη ρητορική online πληροφοριών: Μια παιδαγωγική προσέγγιση θεμελιωμένη στο παράδειγμα του κριτικού γραμματισμού
<b>18:30-19:00</b>	<b>Κοτσιφάκος Δημήτριος (Παν/μιο Πειραιώς), Αθανάσιος Κονταξής (Σχολικός Σύμβουλος ΠΕ1204) &amp; Χρήστος Δουληγέρης (Παν/μιο Πειραιώς)</b> Οι εναλλακτικές προοπτικές των ψηφιακών κοινοτήτων γνώσης των καθηγητών της τεχνικής εκπαίδευσης που υποστηρίζουν το θεσμό της Μαθητείας, απέναντι στον νεοφιλελευθερισμό και τον τεχνοκαπιταλισμό
<b>19:00-19:30</b>	<b>Διάλειμμα-Καφές</b>
<b>19:30– 20:00</b>	<b>Γιώτα Καραγιάννη (ΑΠΘ)</b> Αναπηρία και κριτική παιδαγωγική
<b>20:00– 20:30</b>	<b>Φωτεινή Δημακοπούλου (Υποδιευθύντρια Σχολείου β/θμιας εκπαίδευσης)</b> Η Κριτική Παιδαγωγική ως αναγκαία συνθήκη για την πολιτική διαπαιδαγώγηση των μαθητών/μαθητριών της δευτεροβάθμιας εκπαίδευσης
<b>20:30– 21:00</b>	<b>Γεωργία Γιαλλού (ΕΚΠΑ)</b> Το σώμα: τόπος εφαρμογής των εξουσιών αλλά και αντίστασης σε αυτές

# Local Organizing Committee

Co - Chairs

Kostas Skordoulis & George Grollios

Thomas Bampalis (Head of the Department, Athens) & Thanasis Aidinis (Head of the Department, Thessaloniki)  
Yannis Vrettos (National & Kapodistrian University of Athens)  
Kostas Malafantis (National & Kapodistrian University of Athens)  
Iro Mylonakou (National & Kapodistrian University of Athens)  
Dimosthenis Daskalakis (National & Kapodistrian University of Athens)  
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**Conference Poster:** George Kasolas

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