

Professor Michalis Kontopodis

Chair: Global Childhood & Youth Studies, University of Leeds
(CPsychol, FHEA)

Surname	Kontopodis
First name	Michalis (also written: Michail)
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A. Education

2007 - 2009	Post-Doc in Social Anthropology , Institute of European Ethnology, Humboldt Universität zu Berlin.
2004 – 2007	Ph.D. Dissertation in Psychology & Education (Magna Cum Laude) Fabricating Human Development: The Dynamics of ‘Ordering’ and ‘Othering’ in an Experimental Secondary School. Faculty of Education & Psychology, Free University of Berlin, Germany. Award: Scholarship by the Hellenic Republic Scholarships Foundation.
1998 – 2002	Diploma in Psychology (4-year Degree) Department of Psychology, Faculty of Social Sciences, University of Crete, Greece (with Erasmus exchange year at “Uniwersytet Jagiellonski” in Kraków, Poland & “Université Paul Valéry” in Montpellier, France). Final Grade: Excellent. Award: Scholarship by the Hellenic Republic Scholarships Foundation.

B. Languages

English	Excellent written and spoken/ Cambridge certificate of proficiency.
German	Excellent written and spoken/ academic teaching experience.
Portuguese	Excellent spoken, very good level in written/ acad. teaching experience.
French	Basic written and spoken/ DELF 1er degré, Grade: Assez bien.
Greek	Excellent written and spoken/ mother tongue.
Spanish	Basic proficiency: spoken.

C. Current & Previous Appointments

Since Nov 2018	Full Professor/ Chair in Global Childhood & Youth Studies, School of Education, University of Leeds.
2016 - 2018	Senior Lecturer in Educational Psychology & Founding Director of MSc Psychology & Education, School of Education, University of Sheffield.
2014 - 2016	Senior Lecturer in Education & Director of Internationalisation, School of Education, University of Roehampton.
2012 - 2014	Assistant Professor in Developmental Education, Faculty of Psychology and Education, Department of Research and Theory in Education, Free University Amsterdam (VU), Netherlands.
2011 - 2012	Post-Doc Research Associate, Amsterdam Institute of Social Science Research, University of Amsterdam, Netherlands (full-time) [European Research Council Research project by Prof A. Mol, budget: € 1.848.701].
2007 - 2010	Post-Doc Research Associate, Institute of European Ethnology, Humboldt University Berlin, Germany (including teaching responsibilities).

D. International Visiting Positions

2021 - 2022	Associate/ Visiting Member: Research Centre in Intercultural Education & Communication Studies, East China Normal University, Shanghai, China.
2017 - 2019	Marie Curie Visiting Fellowship at FabLab Berlin (funded by EU/ RISE).
2014	Visiting Professorship at Escuela Normal del Estado, Division de Estudios de Posgrado, San Luis Potosi, Mexico (funded by the Escuela Normal).
2012 - 2013	Marie Curie Visiting Fellowship at the Centre for the Study of Social Systems, Jawaharlal Nehru University, New Delhi, India (funded by EU/ IRSES).
2010 - 2012	Marie Curie Visiting Fellowship at Moscow State University of Psychology and Education, Russia (funded by EU/ IRSES).
2010 - 2014	Regular Visiting Professor stays at Pontificia Universidade Católica de São Paulo, São Paulo, Brazil (funded by FAPESP & EU Marie Curie IRSES).
2008 - 2009	Visiting Fellowship at New York University & The Graduate Center, City University of New York (funded by the German Federal Ministry of Research and Education).

E. Commissions of Trust & Awards

- **Fellow of the Higher Education Academy of the UK** (FHEA, since 2016)
- **Member of AHRC Research Network:** *Childhood, Law & Policy* (PI: Dr Hedi Viterbo). Queen Mary University of London (2022-2023).
- **Member of Steering Committee:** *Digital Societies Network*. University of Sheffield (2016-2018).
- **Secretary** of the International Society for Cultural & Activity Research (2008- 2011).
- **Research Proposal Evaluator:**
 - Global Challenges Research Fund, Research Councils UK (since October 2016)
 - Horizon Research and Innovation Programme, European Union (since June 2014)
 - Danish Council for Independent Research (June 2014).
- **Memberships:** British Psychological Society (Chartered Membership), British Educational Research Association (2015-2022); German Society for Educational Science/ Deutsche Gesellschaft für Erziehungswissenschaft (2012-2022); Gender & Education Association (2015-2017); International Society for Cultural-historical & Activity Research (2005-).
- **Nomination** for the Distinguished Dissertation Award of the Division G “Social Context of Education” of the American Educational Research Association (by Prof. B. Fichtner, Universität Siegen, December 14, 2007).
- **Editorial Boards:** Corresponding Editor of *Current Anthropology* (since 2010); Member of the Editorial Board of: *European Journal of Psychology of Education* (since 2016) & *Outlines: Critical Practice Studies* (2010-2020).
- **Reviewer:** Springer Series *International Studies in Early Childhood Education*; *Routledge Research in Education Series*; *SAGE Series in Research Methods*; *Sociological Research Online*; *International Journal of Inclusive Education*; *Learning, Media & Technology*; *Learning, Culture & Social Interaction*; *British Journal of Sociology*; *London Review of Education*, *European Journal of Psychology & Education*; *Ethos: Journal of the Society for Psychological Anthropology*; *Theory & Psychology*; *Environment and Planning*; *Mind, Culture & Activity*; *Ethnography*; *Memory Studies*; *Culture Theory and Critique*; Et cetera.

F. Research Leadership & Funded Projects

- Research Theme Co-Lead: Digital Divides/ Child of the North. *Born in Bradford Longitudinal Cohort Study*. N8 Research Partnership & NHS Foundation: <https://borninbradford.nhs.uk/>. (whole project budget ca. 1 million per year, 2020-2022, coordinated by Principal Investigator: Prof. M. Mon-Williams).
- Director *ICY: Inclusion, Childhood & Youth Research Centre*. Centre research projects of approx. £800.000 value per year funded by the UKRI, the European Commission, the British Academy, Nuffield & the Education Endowment Foundation/ in collaboration with UNESCO. Research Centre Impact & Dissemination Podcast Series: *Inclusion & Education at the University of Leeds*: <https://anchor.fm/inclusion-eduleeds> (2018-2021).
- Co-Investigator: *Makerspaces in the Early Years: Enhancing Digital Literacy & Creativity*. EU Marie Curie RISE. PI: Prof. Jackie Marsh, €535.000 (University of Sheffield, 2017-2019).

- Principal Investigator: *HyperConnecting Youth*. Vice Chancellor Funding, £40.000 (University of Roehampton, 2015-2016).
- Principal Investigator: *Global Perspectives on Learning & Development with Digital Video-Editing Media*. EU Marie Curie IRSES/ RISE: with participants: Free University Berlin, Germany; University of Crete, Greece; UCL Institute of Education, UK; Pontifícia Universidade Católica de São Paulo, Brazil; Jawaharlal Nehru University, India & Moscow State University of Psychology and Education, Russia, €220.000, 2012-2014.
- International Advisor of *Centro Interdisciplinar de Semiótica da Cultura e da Mídia*, Pontifícia Universidade Católica de São Paulo & Conselho Nacional de Desenvolvimento Científico e Tecnológico. National Council of Scientific and Technological Development, Brazil, 2014-2017 (travel expenses/ visiting fellowships).
- External Investigator: *Countryside Education & Sustainable Development in Espírito Santo, Brazil* by the Secretary of Continuous Education, Alphabetization, Diversity and Inclusion & Faculty of Education, Federal University of Espírito Santo, Brazil: 2010- 2013 (travel expenses/ visiting fellowships).
- Co-Investigator: *The Preventive Self: Biopedagogies in the Kindergarten*. German Federal Ministry of Education & Research (whole project budget €1.095.400, 2007-2010, coordinated by Prof. S. Beck & Dr J. Niewöhner).

G. Organisation of Conferences & Public Lecture Series

1. Lead Organiser: YouTube Conference: Learning in Inclusive Knowledge Societies. University of Leeds, May 25, 2021: <https://icy.leeds.ac.uk/social-media/videos/learning-in-inclusive-knowledge-societies-after-covid-19/>
2. Lead Organiser: *Current Debates in Inclusion, Childhood & Youth*. ICY: Inclusion, Childhood & Youth Research Centre Seminar Series, School of Education, University of Leeds, 2019-2021.
3. Lead Organiser: *Education for the Future: Local & Global Perspectives*. International Conference, School of Education, University of Leeds, July 2-3, 2019.
4. Chair: *Socio-materiality in Learning and Development*. Symposium in the International Society for Cultural-historical Activity Research Congress (in collaboration with Fabienne Gfeller), Université Laval, Quebec: August 28 – September 1, 2017.
5. Chair: *Socio-Material & Posthuman Configurations in Child & Youth Studies*. Panel at British Sociological Association Annual Conference, Manchester: 4-6 April 2017.
6. Lead Organiser: *Virtual Pedagogy Lecture Series*, University of Roehampton, September 2015-April 2016 (with invited speakers J. Potter, J. Marsh, S. Banaji and others).
7. International Conference Coordinator: *Learning and Development with Digital Technologies: Cross-cultural Perspectives*. Moscow State University of Psychology and Education, Moscow, Russia: June 30-July 1, 2012 (in collaboration with N. Ulanova).
8. Member of the Scientific Committee: Congress of the *International Society for Cultural-historical and Activity Research*. Rome, Italy: September 4-10, 2011.

9. Co-organiser of the International Conference: *Situating Childhood & Child Development: Socio-cultural Approaches and Educational Interventions*. University of Potsdam, April, 9-10, 2010 (in collaboration with Hartmut Giest & Georg Rückriem).
10. International Conference Coordinator: *Digital Technologies & Emerging Youth Cultures*, Moscow State University of Psychology and Education, Moscow, Russia: April 27-28, 2012 (in collaboration with N. Ulanova).
11. Organiser of the International Conference: *Practice: Life: Multiplicity. Socio-material Orderings & Body Politics across the 20th and 21st Century*. Humboldt University of Berlin, Germany: July 9-11, 2009 (funded with €15000 by the German Federal Ministry of Education and Research & German Research Foundation, organised in collaboration with Prof. S. Beck.).
12. Chair: *Challenging the Concept of Development in Developmental Psychology: Symbolic, Discursive & Material Aspects*. Symposium in the Conference of International Society for Theoretical Psychology, Toronto, Canada: June 18-22, 2007.
13. Organiser of the International Conference: *Materializations of Time: from Memory to Performance*. Institute of European Ethnology, Humboldt University of Berlin, Germany: January 25, 2007.
14. Co-organiser of the International Conference: *Child Development and Everyday Action in Changing Educational Institutions II*. Siegen, Germany: December 6-8, 2007 (funded with €7500 by the German Research Foundation, organised in collaboration with Prof. B. Fichtner).
15. Co-organiser of the International Conference: *Child Development and Everyday Action in Changing Educational Institutions*. Free University Berlin, Germany: December 1-2, 2006 (funded with €7500 by the German Research Foundation, organised in collaboration with Prof. M. Hildebrand-Nilshon).

H. Keynotes & Invited Public Talks *

(*a list of standard conference papers can be provided upon request)

1. Invited Speaker: "Ethnic Minority & International Students' Perspectives to Psychology and Education in UK Universities" (with Sangeeta Rani). Institute of Education, University College London, UK, January 18, 2023.
2. Invited Speaker: "Designing Global Childhood & Youth Futures from Below". International Conference: Becoming Planetary as a Challenge: Universality, Diversity and Particularity, Frankfurt University, Germany, October 6-8, 2022.
3. Invited Speaker: "Decolonising Education & Designing Youth Futures From Below". 5^o Congresso Internacional da Rede Europeia de Brazilianistas de Análise Cultural. Universidade de Leeds, October 20-22, 2022.
4. Keynote: "Digital Futures, Education & Human Development After COVID-19: Global Perspectives". International Conference on Resilience and Transformation for Global Restructuring, Malaviya National Institute of Technology & 22 National Institutes of Technology Jaipur, India: January 7-9, 2022.

5. Invited Speaker: “Re-imagining the Future *from Below* after COVID-19”. Webinar by the Stanford Center for Population Health Sciences, US & Centre for Applied Education Research, UK: December 09, 2021.
6. Keynote: “Vygotski e a Educação Engajada” (Online in Collaboration with F. Liberali; Discussion: Luciane M. Schlindwein). 2021 Congresso Internacional Freire & Vygotski/ International Congress Freire & Vygotsky. Universidade Federal de Santa Catarina, Brazil: November 8-12, 2021.
7. Invited Speaker: “Digital Futures & Human Development after COVID-19: Remembering the ‘Socialist Alteration of Man’ (Vygotsky, 1930)”. Critical Psychology Summer School, Berlin, Germany: September 07-11, 2021.
8. Keynote: “Mapping Global Childhood & Youth Futures after COVID-19”. The 3rd World Conference on Children and Youth (CCY 2021). Online/ Sri Lanka: July 29-30, 2021.
9. Invited Public Lecture: “Virtual Change, Global Debt, & Generation COVID-19: (Post-) Vygotskian Perspectives”. Pontifícia Universidade Católica de São Paulo, Brazil: June 16, 2021.
10. Invited Speaker: “Exploring Biopedagogies & Material-semiotic Entanglements in Schools & Communities”. Manchester Metropolitan University: June 11, 2020.
11. Invited Public Lecture: “Youth, Media & Education in the Cosmopolis: Borders & Movements”. University of Neuchatel, Switzerland: June 06, 2019.
12. Keynote: “Education in the Cosmopolis: Togetherness, Otherness & Global Challenges”. International Conference: Educational Anthropology in Comparative Perspective: Performance, Mimesis and Ritual East China Normal University, Shanghai, China: November 16-22, 2018.
13. Invited Speaker: “Transforming Countryside Education in Brazil: Exploring the Landless Workers Movement”. ISCAR Preconference Workshop “Research with Transformative Agendas: Increasing Equality in Education and Beyond”, Quebec, Canada: August 28, 2017.
14. Invited Speaker: “Hyperconnecting Youth in Critical Times”. Centre for Education Studies, University of Warwick, Coventry: February 01, 2017.
15. Invited Speaker: “Experiencing developmental crises in critical times: From realising potential futures to actualising virtual possibilities?” School of Education, University of Oxford, UK: June 08, 2016.
16. Invited Lectures: “Youth Development in Critical Periods: Realising Potential Futures or Actualising Virtual Possibilities?” & “Biopedagogies, Materialities & Sensuous Media in Learning & Development”. University of Neuchâtel, Switzerland: May 26-27, 2016.
17. Keynote: “El Proceso de la Enseñanza Aprendizaje: Los Nuevos Medios y Los Viejos Problemas// Teaching & Learning Processes: New Media and Old Problems”. Escuela Normal del Estado, Division de Estudios de Posgrado, San Luis Potosi, Mexico: September 08, 2014.
18. Invited Speaker: “Is a Virtual Pedagogy a Pedagogy of Virtue? Old Problems and New Media”. Departamento de Investigaciones Educativas, CINVESTAV, Mexico City, Mexico: August 25, 2014.
19. Invited Speaker: “New Media and Old Problems: Quo Vadit Education?” MA Childhood Studies and Children’s Rights. Faculty of Psychology & Education, Free University Berlin, Berlin, Germany: June 12, 2014.

20. Invited Round Table Discussion: “Coming of Age in a Hyperconnected World”. International Conference: Hyperconnecting Schools/ Forum: Digital Literacies in Brazil. Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil: May 17, 2014 (in Portuguese).
21. Public Lecture: “Pedagogy of the Oppressed in a Hyperconnected World: New Media and Old Problems”. Centro de Artes e Comunicação, Universidade Federal de Pernambuco (UFPE), Recife, Brazil: May 27, 2014 (in Portuguese).
22. Public Lecture: “Hiperconectando Jovens de Todo o Mundo: Um Dialogo entre o Passado e o Futuro // Hyperconnecting Youth from all over the Globe: A Dialogue Between the Past and the Future”. Faculdade Paulus de Tecnologia e Comunicação, São Paulo, Brazil: May 15, 2014 (in Portuguese).
23. Invited Speaker: Coming of Age in a Hyperconnected World // Crescendo em um Mundo Hiperconectado. Faculty of Education, State University of Rio de Janeiro (UERJ), Rio de Janeiro, Brazil: May 6, 2014 (in Portuguese).
24. Keynote: “Transnational, Intermediary, Cross-Level, Multi-disciplinary, Meta-reflective: Exploring the Future of Education with Digital Media”. International Symposium “Global Perspectives on Learning and Development with Digit@l Media”. Pontifícia Universidade Católica de São Paulo, Brazil: June 08, 2013.
25. Invited Speaker: “What Comes After Cognition? Food-eating as a Point of Departure in Psychology and Education”. Workshop “The Rise of Child Science and Psy-expertise”. The Center for Research in International Medical Anthropology, Brunel University & Royal Anthropological Institute. London, UK: May 29-30, 2012.
26. Public Lecture: “Cultura Juvenil e Ensino Profissional (Youth Culture and Vocational Education)”. Web-Conference at Centro de Artes, Faculdade da Educação, Universidade Federal do Espírito Santo, Vitoria, Brazil: February, 28, 2012 (in Portuguese).
27. Keynote: “Digital Media, Material-Semiotics and Identity Making: Critical Reflections in Critical Times”. Conference “Discurso, Identidade e Sociedade”, Departamento de Linguística Aplicada, Universidade de Campinas & Departamento de Letras Modernas, Universidade São Paulo. Campinas, Brazil: February 14-16, 2012 (in Portuguese).
28. Public Lecture: “The Landless Rural Workers’ Movement in Brazil Celebrates Its 25 Years: Contradictions and Open Questions”. Department of Anthropology, Panteion University of Athens, Athens, Greece: April 5, 2011 (in Greek).
29. Invited Speaker: “Educação dos Sujeitos Periféricos: Da Reflexão Sobre Sui-mesmo e Sucesso Individual à Reflexão Crítica & Desenvolvimento Coletivo”. Department of Education, Federal University of Porto Alegre, Brazil: March 18, 2010 (in Portuguese).
30. Invited Speaker: “Children, Culture & Education: Interdisciplinary Approaches and International Perspectives”. Pontifícia Universidade Católica de São Paulo, Brazil: March 10, 2010.
31. Invited Speaker: “Cotidiano Escolar e Reflexão Crítica em Berlin e Califórnia/USA”. Department of Education, Federal University of Espírito Santo, Vitoria, Brazil: February 22, 2010 (in Portuguese).
32. Keynote: “Cups, Plates, CVs and other Material-Semiotic Orderings in Child and Youth Development”. International Conference “Psychologie du Développement, Sémiotique et Culture”, University of Lausanne, Switzerland: December 10-12, 2009.

33. "Matter matters: Doing Ethnography at School". Conference "Ethnographische Forschung in der Erziehungswissenschaft: Felder, Theorien und Methodologien", Goethe-Universität Frankfurt, Germany: November 26-28, 2009 (invited closing remarks in German).
34. Invited Speaker: "Time, Mediation and Human Development: An Ethnographic Micro-analysis of Two Urban Educational Projects". Graduate School of Developmental Psychology, City University of New York, USA: April 21, 2009.

I. Leadership in Academic Teaching

Leading Academic Roles

- Chair: Global Childhood & Youth Studies Section, School of Education, University of Leeds (since 2018).
- Founding Director of MSc Psychology & Education (accredited by the British Psychological Society), School of Education, University of Sheffield (2016-2018).
- Director of Internationalisation. School of Education, University of Roehampton (2014-2016, awarded title: International Champion).
- External Evaluator: BA Education Studies Programme, Edge Hill University (2015-2016) & Teaching English to Speakers of Other Languages MA Programme, Institute of Education, University College London (2016).

Organisation of Postdoctoral & PhD Seminars and Graduate Summer Schools

- University of Leeds, PhD/ EdD Seminar Series: Philosophical Underpinning of Educational Research (5 x 1-hour seminars per term, since 2022)
- University of Leeds, Qualitative Data: Processes of Collection, Interpretation & Analysis (2-hour workshop once per term, since 2019)
- University of Leeds, PhD/ EdD Seminar Series: Getting Started: Research Questions and Approaches in Education (5 x 1-hour seminars per term, since 2022).
- DigiLitEY Sheffield International Training School: Makerspaces: Enhancing Digital Literacy and Creativity in the Early Years (led by Prof. J. Marsh), University of Sheffield, 2018.
- EdD Programme Seminar Series: Exploring Developmental Crises in Critical Times, University of Roehampton, 2016 & University of Sheffield, 2017.
- PhD Graduate School: Introduction to Ethnography, University of Roehampton, 2015-2016.
- International Coordinator. ISCAR Summer University for PhD Students, Moscow State University of Psychology and Education, Russia, 2010-2013 (awarded Medal of Moscow State University).
- Escuela Normal del Estado, Division de Estudios de Posgrado: Implicaciones para la enseñanza de un mundo hiperconectado // Implications for Teaching in a Hyperconnected World, San Luis Potosi, Mexico, 2014 (postdoctoral/ doctoral seminar series).
- ISCAR PhD Preconference, Sapienza University, Rome, Italy: September 4-10, 2011.

Postdoctoral Supervision & Mentoring of Early-Career Researchers

- D. Fobi: *Special & Inclusive Education*, University of Leeds, 2020-2022.
- R. Mathieson: *Core Maths & Education Policy*, University of Leeds, 2019-2021.
- M. Bittner: *Intimacy in Educational Research*, Europa-Universität Flensburg, 2018-2020.
- F. Liberali: *Multimedia Use in State Secondary Schools in São Paulo*, Pontifícia Universidade Católica de São Paulo, 2014-2016.
- S. Chotani: *Youth, Facebook & Mediated Protest in India*, Jawaharlal Nehru University, India, 2012-2013.

Doctoral Supervision

- N. Alqahtani: Teacher and Parent Attitudes & Gender Differences Regarding the Use of Educational Technology in Saudi Arabia (University of Leeds, 2022-).
- Z. Yuzhuo: Omnimedia Education in China (University of Leeds, 2021-).
- W. Shouqiang: How do Students from Mainland China Experience Using Instagram to Make Friendships with Other Students? (University of Leeds, 2021-).
- L. McFarlane: Negative Stereotyping of People with Autism in Social Media (University of Leeds, 2020-).
- K. Alhawamdeh: Teacher's Handbook: How to Use Funds of Knowledge in Early Childhood Education (University of Leeds, 2020-).
- S. Rani: Female Indian Students' Integration in UK Universities (University of Leeds, 2020-).
- M. Nikolopoulou: HyperConnecting Youth (University of Roehampton, successfully completed in 2018).
- F. Cunha-Razente: New Technologies in Secondary Education (VU University Amsterdam, co-supervisor, successfully completed in 2016).
- K. Cilae-Benedict: Spatial Representations in Virtual Games (Federal University of Rio de Janeiro, co-supervisor, successfully completed in 2015).

PhD Exams & Vivas

University of Leeds

- Internal Examiner: E. Chapman: Risk Factors for School Exclusion: A UK Study (PhD Viva in 2022).
- Internal Examiner: T. M. Alroqi: Augmented Reality in Saudi Arabian Schools (PhD Viva in 2021).
- Internal Examiner: D. Fobi: Inclusion of Deaf Students in Tertiary Education in Ghana (PhD Viva in 2020).
- Internal Examiner: B. Evans: Music in the Classroom with Tablet Computers (PhD Viva in 2019).

University of Sheffield

Internal Examiner: C. Meng: Parent-Child Relationships & Learning in Early Years (PhD Viva in 2018).

Internal Examiner/ Co-Supervisor: M. Levick-Parkin: *How Women Make: Process, Motivation & Agency* (PhD Viva in 2018).

University of York

External Examiner: M. López Romero: Perceived Role of Bullying Bystanders in Mexican Secondary School Settings (PhD Viva in 2017).

Manchester Metropolitan University

External Examiner: T. Anastasiou: Examining Young Children's Relations with Food (PhD Viva in 2017).

University of Sydney

External Examiner: G. Importante: Learning Through Enactment in Techno-human Ecosystems in the Philippines (PhD Viva in 2016).

Universidade Federal do Espírito Santo

External Examiner: M. Poletto Oliveira: Novas Tecnologias na Educação do Campo/ New Technologies in Countryside Education (PhD Viva in 2012).

MA/ MSc Teaching Leadership Roles*MA Childhood Studies* (since 2019)

Supervision of MA Dissertations & Teaching/ marking: (a) *Theorising Childhood*; (b) *Research Methods in Education*, School of Education, University of Leeds (2 x 2 hours lectures per week & additional seminars/ small group tutorials).

MA & MSc Psychology & Education (2016-2018)

Director of the MSc Programme & Module Leader: *Difference, Disability and Diversity in Psychology & Education & Research Methods in Psychology and Education*, School of Education, University of Sheffield (3 x 2 hours of lectures per week & additional seminars/ small group tutorials).

MA Leading Learning and Teaching (2014-2016)

Module Leader: *Leading Learning and Teaching*, School of Education, University of Roehampton (1 lecture of 2 hours per week).

MA Social Research Methods (2014-2016)

Module Leader: *Qualitative & Quantitative Methodologies*. School of Education, University of Roehampton (1 lecture of 2 hours per week, offered to MA students from across programmes).

MA Research & Theory in Education (2013-2014)

Module Leader: *Teaching, Learning & Human Development; Research Methodology in Education & Education & Sociocultural Differences*. Department of Research & Theory in Education, VU University Amsterdam (3 x 2 hours of lectures/ seminars per week).

Programa de Pós Graduação em Linguística Aplicada (February-March 2010)

Invited Intensive Seminar: *Vygotsky & Education*, Pontifícia Universidade Católica de São Paulo, Brazil (20-hour block, in Portuguese).

Magister in European Ethnology (2007-2009)

Module Leader: *New Methodologies of Research*; Module Co-Leader: *Transformations of the Self* (with J. Niewöhner). Institute of European Ethnology, Humboldt University of Berlin, Germany (lectures & seminars of about 4 hours per week, in German).

Undergraduate Teaching (selected courses/ brief overview)

BA Childhood Studies (since 2018) & *BSc Psychology with Education* (since 2020):

Teaching/ marking in Year 1: Health, Well-being, Childhood and Youth; Year 3: Critical Debates in Childhood and Youth & Year 3: BA Dissertation Supervision, School of Education, University of Leeds (lectures & seminars of 4 hours per week).

BA Education, Culture & Childhood (2016-2018)

Year 2 Module Leader: *Psychology & Learning Communities* & BA Dissertation Supervision, School of Education, University of Sheffield (1 lecture of 2 hours per week & additional seminars/ small group tutorials).

BA Education (2014-2016)

Year 1 Module Leader: *Child Development* & Year 2 Module Leader: *Qualitative & Quantitative Methodology*, School of Education, University of Roehampton (1 lecture of 2 hours per week & additional seminars/ small group tutorials).

BA Education (2014-2015)

Year 1 Module Leader: *Introduction to Educational Science*, Department of Research & Theory in Education, VU University Amsterdam (1 lecture of 2 hours per week & additional seminars/ small group tutorials).

Educating for the Good Life (2013-2014)

Honours Course for BA & MA Students, Department of Research & Theory in Education, VU University Amsterdam (3 hours per week).

J. List of Publications (h-index 16)

A. Book Series

Founding Editor: Peter Lang Book Series: *(Post-)Critical Global Childhood & Youth Studies* (in collaboration with C. Hongyan, M. Mascia & S. Grinberg, since 2016):

<https://www.peterlang.com/series/7011>

B. Monograph

Kontopodis, M. (hardcover: 2012, paperback: 2014). *Neoliberalism, Pedagogy & Human Development: Exploring Time, Mediation and Collectivity in Contemporary Schools*. London: Routledge (138 pages, ISBN13: 978-0-415-51676-1).

Reviewed in:

1. Connolly, M. (2015). Book review: M. Kontopodis: Neoliberalism, pedagogy and human development: Exploring time, mediation and collectivity in contemporary schools. *Power & Education*, 7(3), 370-371.
2. Klitmøller, J. (2014). Review of Kontopodis, Michalis (2012): Neoliberalism, pedagogy and human development. *Outlines: Critical Practice Studies*, 15(3), 97-101.
3. Gfeller, F. (2014). Terrain au sein du mouvement des sans-terre au Brésil: quelles visions du développement, de l'éducation et de l'engagement? Notes de lecture de Kontopodis, M. (2012). *Cahiers de psychologie et éducation (Université de Neuchâtel)*, 50, 15-20.

Reply: Kontopodis, M. (2016). Vygotsky, neoliberalism and post- structuralism: A Response to Jacob Klitmøller and two further reviews of my Book "Neoliberalism, Pedagogy and Human Development". *Outlines: Critical Practice Studies*, 17, 1 129-134, Golden Open Access:

<http://ojs.statsbiblioteket.dk/index.php/outlines/article/view/24209>.

C. Edited Books & Special Issues (10)

1. **Kontopodis, M.**; Varvantakis, C. & Wulf, C. (Eds.) (hardcover: 2017, paperback: 2019). *Global Youth in Digital Trajectories*. London: Routledge.
2. **Kontopodis, M.**; Magalhães, M.C. & Coracini, M.J. (Eds.) (2016). *Facing Poverty and Marginalization: 50 Years of Critical Research in Brazil*. Bern: Peter Lang.
3. **Kontopodis, M.** & Perret-Clermont, A.-N. (Guest Eds.) (2016). Educational Settings as Interwoven Socio-Material Orderings. *European Journal of Psychology of Education*, Vol. 31, Issue 1.
4. **Kontopodis, M.**; Wulf, C. & Fichtner, B. (Eds.) (2011). *Children, Development and Education: Cultural, Historical, Anthropological Perspectives*. Dordrecht & New York: Springer.
5. **Kontopodis, M.** & Newnham, D. (Guest Eds.) (2011). Expanding Cultural-Historical and Critical Perspectives on Child and Youth Development, *Ethos: Journal of the Society for Psychological Anthropology*, 39(1).
6. **Kontopodis M.**, Niewöhner, J. & Beck, S. (Guest Eds.) (2011). Investigating Emerging Biomedical Practices: Zones of Awkward Engagement on Different Scales. *Science, Technology & Human Values*, 36(5).

7. **Kontopodis, M.** & Niewöhner, J. (Eds.) (2010). *Das Selbst als Netzwerk: Zum Einsatz von Körpern und Dingen im Alltag (The Self as Network: On the Employment of Bodies and Things in the Everyday)*. Bielefeld: transcript.
8. **Kontopodis, M.** & Matera V. (Guest Eds.) (2010). Doing Memory, Doing Identity: Politics of the Everyday in Contemporary Global Communities. *Outlines: Critical Practice Studies*, 16(1).
9. **Kontopodis, M.** & Kozin, A. (Guest Eds.) (2009). Materializing Times: From Memory to Imagination. *Memory Studies*, 2(1).
10. **Kontopodis, M.** (Ed.) (2009). *Children, Culture & Emerging Educational Challenges: A Dialogue with Brazil*. Berlin: Lehmanns Media.

D. Peer-Reviewed Articles in Transdisciplinary Journals (18)

1. Kontopodis, M. (forthcoming). Young female voices on YouTube. *Visual Communication*.
2. Kontopodis, M. (under review). Poetics of Ethnography of Everyday Lives of Young Men in Contemporary Brazil. *Zeitschrift für Pädagogik/ Journal of Pedagogy*.
3. Da Cunha Junior F.R., **Kontopodis M.** & van Oers B. (2020). Online Groups in Educational Settings: An Opportunity for Argumentation. *Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research*, 2(1), 1-22, Golden Open Access: <http://www.revistashc.org/index.php/shc/article/view/49>.
4. Dafermos, M., Chronaki, A. & **Kontopodis, M.** (2020). Cultural-historical Activity Theory Travels to Greece: Actors, Contexts and Politics of Reception and Interpretation. *Cultural-Historical Psychology*. 16(2), 33-41, <https://doi.org/10.17759/chp.2020160205> (Golden Open Access).
5. Da Cunha Júnior, F.R., van Kruistum C., **Kontopodis, M.** & van Oers B. (2019). Students on Facebook: From Observers to Collaborative Agents. *Mind, Culture & Activity*, 26(4), 336-352, <https://doi.org/10.1080/10749039.2019.1690520> (Impact Factor 2021: 2.543/ Golden Open Access).
6. **Kontopodis M.** & Jackowska M. (2019). De-centring the Psychology Curriculum: Diversity, Social Justice and Psychological Knowledge. *Theory & Psychology*, 29(4), 506-520, <https://doi.org/10.1177/0959354319858419> (Impact Factor 2020: 1.553)
7. Da Cunha Júnior, F.R., van Oers B. & **Kontopodis M.** (2016). Collaborating on Facebook: Teachers Exchanging Experiences Through Social Networking Sites. *Cultural-historical Psychology*, 12(3), 290-309, <http://dx.doi.org/10.17759/chp.2016120318> (Golden Open Access).
8. **Kontopodis, M.** (2015). How and Why Should Children Eat Fruit and Vegetables? Ethnographic Insights into Diverse Body Pedagogies. *Social Science & Medicine*, 143, 297-303, <http://dx.doi.org/10.1016/j.socscimed.2014.10.062> (Impact Factor 2021: 5.379).
9. **Kontopodis, M.** (2013). Eating Christmas Cookies, Whole-wheat Bread and Frozen Chicken in the Kindergarten: Doing Pedagogy by Other Means. *Zeitschrift für Erziehungswissenschaft (German Journal of Educational Research)*, 16(2), 123-138, <http://dx.doi.org/10.1007/s11618-013-0412-2> (Impact Factor 2021: 1.165)
10. **Kontopodis, M.** (2013). Biomedicine, Psychology and the Kindergarten: Children at Risk and Emerging Knowledge Practices. *Sport, Education and Society*, 18(4), 475-493, <http://dx.doi.org/10.1080/13573322.2011.605115> (Impact Factor 2019: 2.649).

11. **Kontopodis, M.** (2013). Von einer Geteilten Vergangenheit zu einer Gemeinsamen Zukunft und Vice Versa: Pädagogik, Agrarökologie und Solidarität in der Landlosenbewegung in Espírito Santo, Brasilien (From Shared Pasts to Common Futures and Back: Agroecology, Solidarity and Pedagogy in the Landless Movement in Espírito Santo, Brazil). *Zeitschrift für Kulturwissenschaften*, 2, 53-64, <https://zeitschrift-kulturwissenschaften.de/heft/gemeinsinn/> (in German).
12. **Kontopodis, M.** (2013). Trinta Anos de Construção Identitária Sem Terra no Espírito Santo: Explorando um Projeto Político-Pedagógico de Vanguarda Contra o Neoliberalismo (30 years of Landless Identity Politics in Espírito Santo, Brazil: Exploring an Avant-garde Political-pedagogical Project). *Perspectiva*, 31(3), 919-938, <http://dx.doi.org/10.5007/2175-795X.2013v31n3p919> (in Portuguese, Golden Open Access).
13. **Kontopodis, M.** (2012). How Things Matter in Everyday Lives of Preschool Age Children: Material-Semiotic Investigations in Psychology and Education. *Journal für Psychologie*, 20(1), 1-14. <http://www.journal-fuer-psychologie.de/index.php/jfp/article/view/116/29> (Golden Open Access).
14. Niewöhner, J., Döring, M., **Kontopodis, M.**, Madarász, J., & Heintze, C. (2011). Cardiovascular Disease and Obesity Prevention in Germany: An Investigation into a Heterogeneous Engineering Project. *Science, Technology & Human Values*, 36(5), 723-751, <http://dx.doi.org/10.1177/0162243910392797> (Impact Factor 2016: 2.907).
15. **Kontopodis, M.** (2011). Transforming the Power of Education for Young Minority Women: Narrations, Meta-Reflection, and Societal Change. *Ethos: Journal of the Society for Psychological Anthropology*, 39(1), 76-97, <http://dx.doi.org/10.1111/j.1548-1352.2010.01172.x> (Impact Factor 2021: 1.146).
16. **Kontopodis, M.** (2009). Documents' Memories. Enacting Pasts and Futures in the School for Individual Learning-in-Practice. *Memory Studies*. 2(1): 11-26, <http://dx.doi.org/10.1177/1750698008097392> (Impact Factor 2020: 1.053).
17. **Kontopodis, M.** (2007). Fabrication of Times and Micro-formation of Discourse at a Secondary School [88 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 8(1). <http://www.qualitative-research.net/fqs-texte/1-07/07-1-11-e.htm> (Golden Open Access).
18. **Kontopodis, M.** (2007). Human Development as Semiotic-Material Ordering: Sketching a Relational Developmental Psychology. *Outlines: Critical Social Studies*. 9(1), 5-21, <http://ojs.statsbiblioteket.dk/index.php/outlines/article/view/2082> (Golden Open Access)

E. Book Chapters in English (9)

1. **Kontopodis, M.** & Kumpulainen, K. (2022). Technical Mediation of Children's Onlife Worlds. In: A. Kraus & C. Wulf. (Eds.). *The Palgrave Handbook of Embodiment and Learning* (pp. 357-365). Cham: Palgrave Macmillan.
2. **Kontopodis, M.**, Dafermos, M. & Tanzi-Neto, A. (2020). "We Are on Fire": Crisis as Turning Point, Vygotsky and Social Change. In: A. Tanzi-Neto, F. Liberali & M. Dafermos (Eds.). *Revisiting Vygotsky for Social Change* (pp. 281-287). New York: Peter Lang.
3. **Kontopodis, M.** & Kumpulainen, K. (2020). Researching Young Children's Engagement and Learning in Makerspaces: Insights from Post-Vygotskian and Post-Human Perspectives. In: A.

- Blum-Ross; K. Kumpulainen, J. Marsh (Eds.). *Enhancing Digital Literacy and Creativity: Makerspaces in the Early Years* (pp. 11-23). London: Routledge.
4. Ferrin, N. & **Kontopodis, M.** (2019). Playing Sports with Nintendo Wii in Berlin: Technography, Interactivity and Imagination. In: M. Kontopodis, C. Varvantakis, & C. Wulf (Eds.). *Global youth in digital trajectories* (pp. 39-52). London: Routledge.
 5. **Kontopodis, M.** (2016). Youth in Movement in Contemporary Brazil: Sharing Intense Moments with José, Carlos, Raquel, and Werá Mirim. In M. Kontopodis, M. C. Magalhaes, & M. J. Coracini (Eds.). *Facing Poverty and Marginalization: 50 Years of Critical Research in Brazil* (pp. 126-146). Bern and New York: Peter Lang.
 6. De Bruin-Wassinkmaat, A.-R., & **Kontopodis, M.** (2016). How should an ideal innovation process take place? A dialogue with teachers from innovative Dutch secondary schools. In B. Althans & J. Engel (Eds.). *Responsive Organisationsforschung: Methodologien und institutionelle Rahmungen von Übergängen* (pp. 255-283). Wiesbaden: Springer VS-Verlag.
 7. **Kontopodis, M.** (2011). Enacting Human Developments: from Representation to Virtuality. In: M. Kontopodis, C. Wulf & B. Fichtner (Eds.). *Children, Development and Education: Cultural, Historical, Anthropological Perspectives* (pp. 185-206). Dordrecht, London, New Delhi and New York: Springer.
 8. Margit-Schütz-Foerste, G., **Kontopodis, M.** & Ramos de Vasconcellos, V. (2011). Semiotic Mediation and Images of Childhood: A Study of the Aesthetic-visual Education with Children. In: U. Buchmann, E. Diezemann, R. Huisinga, S. Koehler & T. Zielke (Eds.). *Internationale Perspektiven der Subjektentwicklungs- und Inklusionsforschung* (pp. 188-202). Frankfurt am Main: Verlag der Gesellschaft zur Förderung Arbeitsorientierter Forschung und Bildung.
 9. **Kontopodis, M.** (2008). The “Transitory” Moment: On Time & Subjectivity in Contemporary Art and Art and Dance Therapy. In: R. Hampe, D. & P. Stalder (Eds.). *Grenzüberschreitungen - Bewusstseinswandel und Gesundheitshandeln* (pp. 459-467). Berlin: Frank & Timme.

F. Translations & Original Publications in Languages other than English (21)

1. Da Cunha Junior F.R., **Kontopodis M.** & van Oers B. (2020). Grupos Online em Contextos Educacionais: Uma Oportunidade para Argumentação. *Revista Brasileira da Pesquisa Sócio-Histórico-Cultural e da Atividade*, 2(1), 1-22. Golden Open Access: <http://www.revistashc.org/index.php/shc/article/view/49/30>. [in Portuguese]
2. Резенде да Куньо Младший, Ф.; ван Урс, Б. & **Конттоподис, М.** (2016). Сотрудничество на Фейсбуке: как учителя обмениваются опытом через социальные сети (Collaborating on Facebook: Teachers Exchanging Experiences Through Social Networking Sites). *Культурно историческая психология*, 12(3), 299-309. [in Russian]
3. In Greek: **Kontopodis, M.** & Ferrin, N. (2016). Technography of Digital Games: New Media, Imagination and the Body. In: I. Pyrgiotakis (Ed.). *Research Methodology in Social Sciences and Education: Contributing to Epistemological Theory and Research Practice* (pp. 318-341). Athens: Pedio.
4. **Kontopodis, M.**, Margit Schütz-Foerste, G. & Foerste, E. (2016). „Wir Leben Nicht Nur vom Essen“: Einschränkungen der Agrarökologie, die Gefahr Des Konsumismus und die Pädagogik der Erde in der Landlosenbewegung in Brasilien (“We Do Not Live Only On food”: Limitations of Agroecology, the Danger of Consumerism and Pedagogics of the Land in Brazil). In: Birgit Althans & Johannes Bilstein (Eds.). *Essen, Bildung, Konsum: Pädagogisch-anthropologische*

- Perspektiven* (Food, Education, Consumption: Pedagogical-anthropological Perspectives) (pp. 267-288). Wiesbaden: Springer VS-Verlag. [in German]
5. **Kontopodis, M.** (2016). Eating in the Nursery School: Pedagogy, Performativity & Biopolitics. *Horizontes*, 34(2), 7-18, Golden Open Access: <https://revistahorizontes.usf.edu.br/horizontes/issue/view/21>.
 6. In Greek: **Kontopodis, M.** & Trouli, S. & Graeser, S. (2016). Analysing Children and Young People's Drawings: History, Interpretation and Open Questions. In: M. Pourkos (Ed.). *Experience & Arts-Based Research Methodologies*. Athens: Nisides.
 7. Schütz-Foerste, G. M., de Vasconcellos Ramos, V., **Kontopodis, M.**, & Foerste, E. (2015). "Sem Terrinha": Mediações na formação identitária da criança do Movimento Sem Terra. In: E. Foerste, V. Côco, G. M. Schütz-Foerste, B. Fichtner, & I. Behnken (Eds.). *Educação do campo e infâncias* (pp. 63-80). Curitiba: Editora CRV. [in Portuguese]
 8. Ferrin, N. & **Kontopodis, M.** (2015). Video Games Interativos e Novas Possibilidades Para a Ação Corporal e a Imaginação (Interactive Video Games & New Possibilities for Embodied Action and Imagination). *Nuances: Estudos sobre Educação*, 26(1), 132-147. Open Access: <http://dx.doi.org/10.14572/nuances.v26i1.3823>. [in Portuguese]
 9. **Kontopodis, M.** (2015). A Juventude em Movimento no Brasil Contemporâneo, ou: Compartilhando Alguns Momentos Intensos com José, Carlos, Raquel e Werá Mirim (Youth in Movement in Contemporary Brazil, or: Sharing a Few Intense Moments with José, Carlos, Raquel, and Werá Mirim). In: R. Ribes, A. E. Lopes & N. Santos (Eds.). *Infância, Juventude e Educação: Práticas e Pesquisas em Diálogo* (Childhood, Youth and Education: Practices and Research Projects in Dialogue) (pp. 171-185). Rio de Janeiro: NAU. [in Portuguese]
 10. **Kontopodis, M.** (2014). De l'Importance des Choses dans la Vie Quotidienne des Enfants d'âge Pré-scolaire. Enquêtes Ethnographiques en Psychologie du Développement et en Education. In: C. Moro & N. Muller-Mirza (Eds.). *Sémiotique, Culture e Développement Psychologique* (pp. 195-204). Paris: Editions du Septentrion. [in French]
 11. In Greek: **Kontopodis, M.** (2014). Analyzing Material-Semiotic Orderings in Everyday Life at School: Towards a New Methodology of Research in Educational Psychology and in Social Sciences. In: M. Pourkos (Ed.). *Possibilities and Limitations of Qualitative Methodologies in Social Scientific and Educational Research: Expanding Perspectives in Research Design* (pp. 517-529). Athens: Ion.
 12. Foerste, E. & **Kontopodis, M.** (2012). Die Pädagogik der Erde (Pedagogia da Terra) als Herausforderung für die Erziehungswissenschaften: Eine Bewertung der Partnerschaft zwischen der Bewegung der Landlosen („Movimento Sem Terra“) und der Bundesuniversität von Espírito Santo in Brasilien. *Journal für Tätigkeitstheoretische Forschung*, 9, 87-106. Open Access: http://www.ich-sciences.de/media/journal/Ausgabe_9/vol_9_2012-5-foerste-kontopodis.pdf (in German, Golden Open Access).
 13. Niewöhner, J. & **Kontopodis, M.** (2011). La prévention cardiovasculaire comme technique de formation à la vie elle-même. Une étude ethnographique. In: J. Kehr, J. Vailly & J. Niewöhner (Eds.). *De la vie biologique à la vie sociale: Approches sociologiques et anthropologiques* (pp. 242-267). Paris: La Découverte. [in French]
 14. Niewöhner, J. & **Kontopodis, M.** (2011). Kardiovaskuläre Prävention als Technik zur Bildung von Leben selbst. Eine ethnographische Untersuchung (Cardiovascular Prevention as Technique of Life-Itself). In: J. Kehr, J. Vailly & J. Niewöhner (Eds.). *Leben Und Gesellschaft. Biomedizin*,

- Politik, Sozialwissenschaften (Life in Societies: Biomedicine, Politics and Social Sciences)* (pp. 271-298). Bielefeld: transcript. [in German]
15. **Κοντοποδισ, Μ.** (2010 and 2011): Сочинения молодых женщин из меньшинств и мета рефлексия в школе: диалог между Выготским и Фуко. Часть 1-2 (Young Minority Women's Narrations and Meta-Reflection at School: A Dialogue between Vygotsky and Foucault, Published in Part I and II). *Κυλтурно историческая психология/ Russian Journal of Cultural-Historical Psychology*, 4, 99-110, 2010 and 1, 72-79, 2011, <http://psyjournals.ru/en/authors/a33223.shtml> [in Russian]
 16. **Κοντοποδισ, Μ.** & Graeser, S. (2010). „Die Leiter Hochgehen“ oder „Wie sich ein marginalisierter Schüler zu seiner Entwicklung in der Schule äußert“: Eine exemplarische Zeichnungsinterpretation auf der Basis der dokumentarischen Methode (On the Way Up the Ladder: How a Marginalized Student Expresses himself about his Development at School. Exemplary Drawing Interpretation on the Basis of the Documentary Method). *Cadernos de Pesquisa em Educação*, 16(32), 184-208. [in German]
 17. **Κοντοποδισ, Μ.** (2010) Reflexão, Educação e Mudança da Sociedade através de Narrativas de Alunas Jovens de Grupos Minoritários: Um Diálogo entre Vigotski e Foucault (Reflection, Education and Societal Change through Young Minority Female Students' Narratives: A Dialogue Between Vygotsky and Foucault) *ZETETIKÉ – Faculdade de Educação – Unicamp*, 18, 448-483. Open Access: <http://www.fe.unicamp.br/revistas/ged/zetetike/article/view/2835> [in Portuguese]
 18. In Greek: **Κοντοποδισ, Μ.** (2006). Theoretical Approaches to the Study of Time: Time as a Socio-historical and Cultural phenomenon and its Implication. In: M. Pourkos (Ed.). *Socio-Historical and Cultural Approaches in Psychology and Education* (pp. 227- 244). Athens: Atrapos.
 19. **Κοντοποδισ, Μ.** & Pourkos, M. (2006). Das Alltagswissen von Jugendlichen über Zeit in der Schule: von Stillstehenden Uhren, Aufeinander Folgenden Blocks u. a. Bildlichen Metaphern (The Everyday Knowledge of Young People about their Time in School: Still Clocks, Following Each Other Blocks and Other Pictorial Metaphors). In: M. Benites & B. Fichtner (Eds.). *Vom Umgang mit Differenz: Globalisierung und Regionalisierung im interkulturellen Diskurs (Dealing with Difference: Globalization and Regionalization in Intercultural Discourse)* (pp. 221-241). Oberhausen: Athena. [in German]
 20. Pourkos, M. & **Κοντοποδισ, Μ.** (2006). The Perception of Time in the Linguistic and Pictorial Metaphors of Adolescents. *Educational Sciences/ Επιστήμες της Αγωγής*, 3, 83-98, <http://ediamme.edc.uoc.gr/index.php?id=82.0.0.1.0.0> (in Greek, Golden Open Access).
 21. Pourkos, M. & **Κοντοποδισ, Μ.** (2005). How 16-years old Students Experience Time in School. *Psychology: The Journal of the Hellenic Psychological Society*, 12(2), 249-275, 2005, <http://www.elpse.gr/index.php/el/katalogos-teyxwn/category/27-teyxos-02.html> (in Greek, Golden Open Access).

G. Book Reviews, Visual Works & Other Publications (15)

1. **Κοντοποδισ, Μ.** (2019). Commentary: The Fluid Classroom – Book Narratives, YouTube Videos & Other Metaphorical Devices. *Paragrana*, 28(2), 101-105.

2. **Kontopodis M.** (2019). Book Review: Transformative Activist Stance and Pedagogy of Daring: Moving Beyond Lev Vygotsky in Dialogue with Anna Stetsenko. *Pedagogy, Culture & Society*, 27(2), 301-304, <https://doi.org/10.1080/14681366.2018.1475890>.
3. **Kontopodis, M.** & Nikolopoulou, M. (2018). Book Review: B. Cammaerts, M. Bruter, S. Banaji, S. Harrison & N. Anstead (2016). Youth Participation in Democratic Life: Stories of Hope and Disillusion (Palgrave). *YOUNG*, 26(4), 113S-115S, <https://doi.org/10.1177/1103308817746801>.
4. **Kontopodis, M.** & Perret-Clermont, A.-N. (2016). Educational Settings as Interwoven Socio-Material Orderings: Introduction to Special Issue. *European Journal of Psychology of Education*, 31(1), 1-12, <http://dx.doi.org/10.1007/s10212-015-0269-2> (Impact Factor 2016: 1.556).
5. **Kontopodis, M.** (2014). Time. In T. Teo (Ed.) *Encyclopedia of Critical Psychology* (pp. 1969-1971). Dordrecht and New York: Springer. *Online Springer Ref*: <http://www.springerreference.com/docs/html/chapterbid/306938.html>.
6. **Kontopodis, M.** (2013). Reframing the Bio-Social in Child Research: Review of Lee, N. (2013). *Childhood and Biopolitics: Climate Change, Life Processes and Human Futures*. New York: Palgrave Macmillan. *Outlines: Critical Practice Studies*, 16(1), 81-85.
7. Triliva, S., **Kontopodis, M.**; Dafermakis, M. & Varvantakis, C. (2013). *Cross-cultural/ Transnational Field Research Ethics Guide for Social Sciences*. Athens: DIGIT-M-ED (open access online publication, 30 pages: <http://digitmed.wordpress.com/outcomesresults/ethical-guide/>).
8. **Kontopodis, M.** (2012). The “Political” in Science & Technology Studies. Review Essay/ A Reply To: Niklas Alexander Chimirri (2012). Review: M. Kontopodis & J. Niewöhner (Eds.) (2010). *Das Selbst als Netzwerk. Zum Einsatz von Körpern und Dingen im Alltag* [The Self as Network: On Everyday Uses of Bodies and Things. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 13(3). Golden Open Access: URN: <http://nbn-resolving.de/urn:nbn:de:0114-fqs1202242>.
9. **Kontopodis M.**, Niewöhner J., & Beck S. (2011). Investigating Emerging Biomedical Practices: Zones of Awkward Engagement on Different Scales. *Science, Technology & Human Values*, 36(5), 599-615, <http://dx.doi.org/10.1177/0162243910392798> (Impact Factor 2016: 2.907).
10. **Kontopodis, M.** (2011). Landless Children – Sem Terrinha. Espírito Santo, Brazil (Short Film, 15’) – Available online: <http://landlessmov2010.wordpress.com/>. *First Screenings*: Department of Anthropology, Panteion University of Athens, Greece: April 6, 2011; Congress of the International Society for Cultural and Activity Research, Rome, Italy: September 5-10, 2011.
11. **Kontopodis, M.** & Newnham, D.S. (2011). Building Bridges in Dialogue with the Future: An Introduction to Dialogue 2011. *Ethos: Journal of the Society for Psychological Anthropology*, 39(1), 71-75, <http://dx.doi.org/10.1111/j.1548-1352.2010.01171.x>.
12. **Kontopodis, M.** & Matera, V. (2010). Doing Memory, Doing Identity: Politics of the Everyday in Contemporary Global Communities. *Outlines. Critical Practice Studies*, 2, 1-14, <http://ojs.statsbiblioteket.dk/index.php/outlines> (Golden Open Access).
13. **Kontopodis, M.** (2010). Childrearing in China, Japan and US: Videos, Narrations and Diachronic Comparison. Book and DVD Review of: *Preschool in Three Cultures Revisited: China, Japan and the United States*. By Joseph Tobin, Yeh Hsueh, and Mayumi Karasawa. Chicago and London: The University of Chicago Press, 2009. *Current Anthropology*, 51(5): 717-719, <http://www.jstor.org/stable/10.1086/655887>.

14. **Kontopodis, M.** (2009). Editorial: Time: Matter: Multiplicity. *Memory Studies*. 2(1): 5-10, <http://dx.doi.org/10.1177/1750698008097391>.
15. **Kontopodis, M.** (2009). Obesity Politics: A Comparison of two Berlin Kindergartens with the Same Obesity Prevention Program (Short Film, 12'). *First Screenings: Parent Meeting, Sportskindergarten Wedding*, Berlin, Germany: February 20, 2009. Workshop of the Health, Humanity & Culture Group, Copenhagen, Denmark: March 12-13, 2009. Department of Anthropology, New York University, USA: April 24, 2009; Congress of the American Anthropological Association, Philadelphia, USA: December 2-6, 2009.

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