# 2nd International Pedagogical Conference
# Primary Education Directorate of Pieria

## *- 2nd Announcement -*

We would like to inform you that the Primary Education Directorate of Pieria, in collaboration with the Regional Unit of Pieria, the Municipalities of Katerini, Dion-Olympos, Pydna-Kolindros, the Education Regional Directorate of Central Macedonia, and with the support of the Holy Metropolis of Kitros, Katerini and Platamon, the Pieria Chamber of Commerce, and the Pieria Tourism Development and Promotion Organization, is organizing its 2nd International Pedagogical Conference, entitled:

***"Inclusion, Empathy, and Innovation:***
***Shaping Education for the Future"***

The conference will take place in Katerini on **October 17, 18, and 19, 2025**, and will offer the option of in-person or remote presentations. The official languages of the conference will be **Greek and English**.

## Introduction

The conference proceedings will focus on exploring innovative pedagogical methods of differentiated instruction and inclusive education, emphasizing the pivotal role of educational leadership in promoting effective teaching practices and pedagogical transformation. Additionally, contemporary applications of artificial intelligence and digital technologies will be presented, with a focus on adaptive learning and educational innovation. Particular attention will be given to the development of strategies aimed at enhancing emotional intelligence and effectively addressing both school-based and online bullying, as well as tackling digital addiction through self-regulation practices. Finally, participants will have the opportunity to explore interdisciplinary approaches and innovative learning environments that

foster experiential learning and the development of critical and creative thinking with the help of gamification

## *Purpose*

The purpose of the conference is to broaden the dialogue and promote the exchange of scientific knowledge and best practices aimed at fostering innovation, inclusion and empathy within the context of contemporary educational realities.

## *General Objectives*

- Exploration of contemporary pedagogical approaches to differentiated approaches and inclusive education
- Highlighting the role of educational leadership in school reorganization and pedagogical transformation
- Utilization of artificial intelligence and digital technologies as tools for adaptive learning and educational innovation
- Development of strategies for the prevention and management of school bullying and digital addiction
- Exploration of interdisciplinary approaches for the classroom of the future and experiential learning through gamification

## *Specific Objectives*

- Highlight innovative differentiated instruction methods that promote personalized learning and the equitable participation of all students
- Investigate the role of educational leadership in promoting innovative teaching practices and enhancing the learning process
- Showcase tools and practices for the effective integration of ICT in teaching and learning
- Utilize AI – powered tools to support both instruction and school management processes
- Highlight strategies for enhancing emotional intelligence to improve students' self-regulation and interpersonal relationships
- Presentation of integration policies for students from diverse cultural backgrounds
- Design interventions against school and cyberbullying
- Promotion of self-regulation strategies in the use of digital technologies and in addressing digital addiction
- Incorporation of gamification in teaching to enhance critical and creative thinking
- Showcasing innovative learning environments for the classroom of the future based on collaboration and experiential learning

## Conference Thematic Axes

### Axis 1 -- Differentiated Instruction: Scientific Approaches and Pedagogical Applications

***Summary:*** Differentiated instruction and adaptive learning are grounded in contemporary pedagogical research, enabling a personalized approach to students with diverse cognitive, emotional and social needs. This axis examines theoretical models, teaching techniques and technological tools that enhance the learning experience and promote equal opportunities for all students.

***Thematic Categories***

- Theoretical models of differentiated instruction (learning profiles and cognitive styles)
- Principles and strategies for personalized teaching and the role of the educator
- Inclusion of students with learning difficulties or advanced abilities
- Assessment and adaptation of teaching practices to meet diverse student needs
- Designing lessons with differentiated activities (learning content, process, product, learning conditions/environment)
- Co-teaching models between general and special education classes
- Methods and criteria for group formation in collaborative teaching/learning
- Learning scenarios and hands-on educational activities
- Accessibility in educational environments and access to digital learning resources

### Axis 2 -- Educational Leadership: Reorganization Strategies and Pedagogical Transformation

***Summary:*** Educational leadership plays a central role in designing and implementing innovative strategies that enhance school effectiveness and pedagogical advancement. The use of modern technological tools, the strengthening of teacher collaboration and the development of learning communities contribute to the improvement of educational practices. Ongoing professional development, strategic feedback, and the promotion of a culture of innovation are key pillars of educational transformation.

***Thematic Categories:***

- Contemporary approaches to educational leadership and governance
- Strategies for school reorganization and educational policy reform
- Technological innovation in the management and operation of education
- Decision-making models and the promotion of educational innovation
- Training strategies and the development of leadership skills
- Evaluation and improvement of teaching practices through feedback
- Fostering an organizational culture that supports educational transformation
- The relationship between educational leadership and learning outcomes

## Axis 3 -- Τεχνητή Νοημοσύνη και Εκπαίδευση: Προσαρμοστική Μάθηση και Δεοντολογικές Προεκτάσεις

***Σύνοψη:*** The integration of Artificial Intelligence (AI) in education is transforming the teaching and learning process through adaptive learning pathways and automated support tools. AI applications enhance differentiated instruction, educational data analysis and personalized feedback, fostering dynamic and individualized learning experiences. At the same time, critical ethical issues arise, including data privacy concerns and the educator's role in preserving the human dimension in learning.

***Thematic Categories:***

- Artificial intelligence and personalized learning
- Chatbots and AI – powered virtual teaching assistants
- Automated feedback and instructional optimization
- Ethical implications of AI in education
- AI and educational policies on data privacy
- The educator's role in human-machine interaction in learning
- Future perspectives and challenges of AI in educational practice
- AI and educational data analysis for predictive assessment

## Axis 4 -- Digital Technologies and Education: ICT Applications for Teaching Innovation and Learning Transformation

***Summary:*** The integration of Information and Communication Technologies (ICT) into the educational process reshapes traditional learning environments, offering new possibilities for interactive and collaborative learning. Digital Technologies from online platforms to augmented reality enhance the adaptability of teaching and enable the development of new learning experiences, including personalized learning. At the same time, however, the use of these tools raises questions

regarding methodology, effectiveness and the ethical dimensions of digital education.

***Thematic Categories:***

- Contemporary teaching models and digital media
- Online learning platforms and educational systems
- Use of digital media to develop students' critical and creative thinking
- Collaborative learning and the internet
- Use of virtual and augmented reality in teaching and learning
- Robotics and programming in Primary and Secondary Education: Teaching 21st – century skills through technology
- Teacher training for the effective use of ICT
- Blended learning and distance education
- Digital ethics and cybersecurity

## Axis 5 -- School Bullying and Psychosocial Resilience: Multidimensional Approaches to Prevention and Intervention

***Summary:*** School bullying constitutes a complex psychosocial phenomenon with significant repercussions on students' emotional development, academic achievement and the formation of interpersonal relationships. Addressing this issue requires a holistic approach that includes the cultivation of psychosocial resilience, the development of preventive educational programs and the institutionalization of intervention strategies within the school community. Simultaneously, the collaborative role of teachers, parents and broader society is explored in fostering a safe and supportive learning environment.

***Thematic Categories:***

- Theoretical models and scientific perspectives on school bullying
- Psychosocial resilience and student empowerment strategies
- Prevention and intervention through social and emotional learning
- The role of educational leadership in bullying prevention
- Conflict management and problem-solving strategies
- School-family collaboration in bullying prevention
- Cyberbullying: characteristics, consequences and responses
- Legal and institutional frameworks for student protection
- Cultivating a school culture of empathy and solidarity through art

### Axis 6 -- Emotional Intelligence: The key to Inclusive Education

***Summary:*** Emotional intelligence plays a crucial role in the learning process, affecting self-regulation, cognitive development and the quality of interpersonal relationships. Contemporary research in the field of learning psychology highlights the importance of education in terms of reinforcing students' resilience and empathy. Specifically, educational policies and teaching practices that incorporate emotional intelligence can improve classroom climate and enhance overall school performance.

***Thematic Categories:***

- Social-emotional education and psychosocial development of students and the role of art
- The role of empathy in creating positive learning environments
- Self-regulation and emotion management strategies in the classroom
- The role of teachers in the emotional development of students
- Professional development for teachers to strengthen emotional intelligence
- School climate and emotional well-being of students
- Enhancing resilience and crisis management through emotional development
- Family-community cooperation to promote emotional development

### Axis 7 -- Multicultural Education and Intercultural Pedagogy: Theoretical Models, Inclusive Strategies and Teaching Approaches

***Summary:*** Multicultural education is a key aspect of contemporary pedagogy, aiming to promote intercultural understanding, inclusion and the creation of an educational environment that integrates diversity. Intercultural pedagogy draws on theoretical models from social sciences, educational psychology and teaching to develop strategies that encourage active participation of students with diverse cultural identities. At the same time, integration policies, differentiated teaching practices and the development of an educational framework that fosters intercultural dialogue and school inclusion are also explored.

***Thematic Categories:***

- Theoretical models of multicultural and intercultural education
- Pedagogical strategies for differentiating teaching in multi-cultural environments
- Education and cultural-identity: Challenges and prospects
- School inclusion and support for students from migrant backgrounds
- Teaching practices for intercultural communication and cooperation

- Teacher training in intercultural education and professional skills development
- Educational policies and inclusion practices for gender equality as well as vulnerable social groups
- Intercultural education and initiatives for active citizenship

### Axis 8 -- Digital Addiction and Self-Regulation in the use of technology: Impacts on Learning and Management Strategies

***Summary:*** Excessive exposure to digital devices and constant interaction with the internet affect students' cognitive function, mental health and social skills. Research in education emphasizes the importance of self-regulation and the balanced use of technology as key elements for learning outcomes and psychosocial growth. Within this framework, educational intervention strategies, screen time management models and practices aimed at enhancing students' digital well-being are examined.

***Thematic Categories:***

- Impacts of digital addiction on learning
- Self-regulation and cognitive control in the use of digital technologies
- Teaching strategies for the effective management of students' time spent on digital devices
- Development of policies for the balanced use of technology in schools
- The role of family and school in preventing digital addiction
- Enhancing mental health and stress management in the era of digital overload.
- Technological tools for detecting and preventing digital addiction

### Axis 9 -- Gamification in Learning: Cognitive Principles, Instructional Practices and Educational Applications

***Summary:*** Gamification utilizes game mechanics to enrich the learning experience, incorporating elements such as challenges, rewards and narrative structure. Drawing on cognitive and pedagogical models, it promotes active engagement, motivation and the development of advanced skills such as problem-solving and critical thinking. In this context, strategies for creating gamified environments are examined along with their integration into traditional instruction and the evaluation of their effectiveness in various educational settings.

***Thematic Categories:***

- Theoretical and pedagogical approaches to the gamification of learning
- Strategies for designing gamified educational activities

- Integration of game mechanics (e.g. rewards, goals, competition) in the learning process
- Interactivity, adaptability and personalization in the learning experience through gamification
- Design and development of educational digital games
- Utilization of technologies and digital tools in the gamification of learning
- Interdisciplinary and cross-cultural approaches through gamification
- Assessment methods and effectiveness measurements in the gamification of learning

### Axis 10 -- The Classroom of the Future: Learning Environments and Holistic Pedagogical Approaches

***Summary:*** The future classroom is shaped through interdisciplinary approaches that incorporate technological, pedagogical and cognitive innovations. The redesign of teaching is based on dynamic, adaptable learning environments that integrate personalized education, collaborative learning and the use of advanced digital tools. Strategies are presented towards the reorganization of school environment and the development of pedagogical practices that encourage critical thinking, creativity and hands-on knowledge.

***Thematic Categories:***

- Design and development of flexible and adaptable learning environments
- Implementation of innovative pedagogical models and active learning strategies
- Utilization of interactive tools and multimodal media to enhance the learning experience
- Redesigning of school spaces focusing on the learning experience
- Holistic pedagogical approaches to cultivating metacognitive skills and the students' overall development
- Integration of STEM/STEAM approaches and interdisciplinary practices into contemporary education
- Fostering outward-looking practices through networking and cooperation among schools within the context of European programs

## Conference Committees

## *Honorary Committee*

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**Yfanti Maria**, *Director of the 4th Primary School of Katerini*

## *Secretarial Support*

***Coordinator:*** **Maria Georgantopoulou***, Administrative Employee of the Directorate of Primary Education of Pieria*
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**Zisa Theohari***, Educator P.E.06*
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**Anastasia Tsirogianni***, Educator P.E.11*
**Chrysa Tsironi***, Educator P.E.70*

## Partner Universities[1]

- School of Education of Aristotle University of Thessaloniki
- University of Nicosia
- Department of Supply Chain Management, International Hellenic University
- Interdepartmental Postgraduate Program in Public Administration, jointly organized by the Department of Business Administration, the Department of Supply Chain Management and the Department of Marketing and Tourism of the School of Economics and Administration (DI.PA.E.).

## Partner Institutions[1]

- Regional Directorate of Education of Central Macedonia
- Directorate of Secondary Education of Pieria
- KEDASY of Pieria
- Museum of School Life and Education

## Submission and Evaluation Procedures for Presentations

### *General Information*

To participate in the Conference, the following steps are required:

1. **Registration** on the submission management platform.
2. **Submission** of the full presentation (not an abstract) within the specified deadlines (see important dates below).

Each submission will be evaluated anonymously by two reviewers (peer-review). Submissions that receive positive evaluations will be included in the Conference Proceedings after editing and final formatting by the Organizing Committee.

Detailed writing specifications (e.g. for research studies or teaching interventions) will be announced in the near future

### *Types of Presentations*

Presentations for the conference may be submitted and presented under the thematic axes defined above. The submitted works can be of a theoretical nature, based on research data, or related to the implementation of practical teaching interventions.

Indicatively, the types of presentations that are accepted include:

- Presentations with the physical presence of the presenters

[1] *The list of collaborating universities/institutions is under development and will be expanded in a forthcoming announcement.*

- Remote presentations (via online video conferencing applications)
- Presentations of teaching interventions/applications
- Poster presentations

## *Evaluation Criteria for Presentations*

The submitted presentations for the conference will be evaluated based on the following criteria:

**Clarity and Relevance**
The presentation should clearly present its content and align with the thematic axes of the conference.

**Scientific Documentation**
The presentation should be based on contemporary literature and characterized by precision in the use of scientific terminology. The submission should provide theoretically grounded approaches and, where possible, supplement them with empirical data.

**Structure and Organization of the Text**
The text should follow the established structure (introduction, objectives, methodology, findings, conclusions) and be characterized by care in both language use and formatting.

**Originality and Innovation**
It is important for the presentations to contribute new data and/or incorporate innovative approaches, methods, or practices, thus contributing to the expansion of scientific dialogue.

**Coherence and Consistency**
The presentation should be logically consistent and coherent between the objectives, the development of the content, and the conclusions.

### *Particularly:*

**For research papers:** The clarity and appropriateness of the methodology, the theoretical documentation, the scientific validity of the argumentation, and the quality of the conclusions are evaluated.

**For teaching interventions or applications:** The potential for implementation in educational practice, the clear formulation of goals and objectives, the teaching methodology, the educational material, the organization and presentation of activities, the teaching steps, as well as the process of assessment and evaluation of the intervention are examined.

Authors of presentations that are approved by the reviewers will be notified by email with the organizational details related to the conference.

## Participation/Attendance

The conference is addressed to:

- Researchers and scholars in the field of education
- University faculty (members of the teaching staff)
- Educators of all specialties and educational levels
- Officials in Primary and Secondary Education
- Undergraduate and postgraduate students, doctoral candidates, PhD holders, and postdoctoral researchers
- Representatives from government and non-governmental organizations
- Representatives of Local Government

## Important Dates

- Start of submission: **16/05/2025**
- Submission deadline: **20/06/2025 (by 24:00)**
- Notification of acceptance: **20/08/2025**
- Submission of revised text based on reviewers' comments for inclusion in the conference proceedings: **10/09/2025**

## Participation in the Conference

Participation in the conference is **free of charge**.

To register for the conference as:

- An in-person attendee
- An in-person or remote presenter
- A reviewer

you can enter the link: **https://conference-pieria.mysch.gr/en/application**

**Conference Website: https://conference-pieria.mysch.gr/en**

**Conference Email: conference-pieria@sch.gr**

Kind regards,

The Chair of the Organizing Committee

Parthena Triantafyllidou
Director, Primary Education Directorate of Pieria