



3rd International Pedagogical Conference of the Directorate of Primary Education of Pieria

- 1st Announcement -

We inform you that the Directorate of Primary Education of Pieria is organizing, in collaboration with the Regional Unit of Pieria, the Municipalities of Katerini, Dion-Olympos, and Pydna-Kolindros, and with the support of the Regional Directorate of Primary and Secondary Education of Central Macedonia, the Holy Metropolis of Kitros, Katerini and Platamon, the Chamber of Pieria, and the Pierian Organization of Tourism Development and Promotion, its *3rd International Pedagogical Conference*, titled:

"Educational Transformation: Digital Humanism and Empowerment of Active Citizenship"

The conference will take place in **Katerini** on **April 16, 17, and 18, 2027**. The presentations will be delivered either in person or remotely. The official languages of the conference are **Greek and English**.

Introduction

In an era where rapid technological advancements and social transitions are constantly redefining the learning landscape, education is called upon to bridge the gap between the sweeping changes brought about by the advance of technology and the preservation of fundamental human-centric values. In light of these shifts and their impact on the field of education, the 3rd International Pedagogical Conference of the Directorate of Primary Education of Pieria invites the educational and research community to a fruitful, interdisciplinary dialogue on the future of the school.

Purpose

The central purpose of the conference is to highlight a modern educational framework in which innovation harmoniously coexists with critical analysis, democratic values, and social contribution. It seeks to explore critical issues, ranging from digital literacy and the ethics of Artificial Intelligence to the pedagogical utilization of multiple textbooks and the cultivation of socio-emotional skills. Particular importance is placed on strengthening the professional autonomy of educators, enabling them to contribute substantially to the formation of active and critically thinking citizens with a strong democratic and ecological conscience.

General Objectives

- To highlight the structural shifts in the modern educational framework and formulate proposals for their optimal management.
- To promote dialogue in order to bridge the gap between rapid technological evolution and the need to preserve the human-centric character of education.
- To reinforce the understanding that education must shape active citizens with a strong foundation of democratic and social values.

Specific Objectives

- To explore ways to cultivate critical thinking towards the algorithmic mechanisms of social networks and to reinforce the effort to use online information responsibly and rationally.
- To highlight the advantages of transitioning to pluralistic learning models through the use of multiple textbooks.
- To empower the role of the educator by recognizing their professional autonomy in the design of learning experiences.
- To utilize Artificial Intelligence as a beneficial pedagogical tool, while simultaneously ensuring ethical standards.
- To cultivate socio-emotional skills and environmental awareness among the student population.
- To highlight the importance of continuous teacher training in order to effectively utilize and apply innovative pedagogical practices.

Thematic areas of the conference

Axis 1 -- Critical Digital Literacy and Information Management

Summary: Digital literacy in modern, algorithmically controlled environments requires the development of advanced skills in critical analysis and data synthesis. Through this process, the aim is to safeguard valid knowledge against misinformation and to establish a strict ethical framework for the responsible use of information.

Thematic categories:

- Digital literacy as a counterbalance to the bias caused by algorithmically personalized information on social networks.
- Pedagogical tools as aids in identifying and combating misinformation (fake news).
- Ethical utilization of digital material (copyright, open access, and proper referencing of digital sources).
- Development of critical source synthesis skills aimed at producing valid scientific knowledge.
- Rational management of exposure time to the overabundance of digital stimuli.

Axis 2 -- The Multiple Textbook and the Modernization of Teaching

Summary: The transition from the traditional, single school textbook to open and multidimensional educational approaches is at the center of this axis. Particular emphasis is placed on the catalytic role of the multiple textbook as a tool for enhancing pedagogical flexibility and supporting differentiated instruction, which highlights the educator as an active designer of learning processes.

Thematic categories:

- Implementation of the multiple textbook in practice: Methodology, challenges, best practices, criteria for material evaluation by the classroom teacher.
- Differentiated instruction and learning inclusion: strategies for utilizing the multiple textbook to accommodate different learning profiles and students with special educational needs.
- Enhancing the professional autonomy of educators and their active participation in decision-making regarding educational planning.
- Integration of digital repositories, primary sources, and literature into daily instructional design.
- Transitioning from assessing rote memorization to assessing synthesis skills and critical text comprehension.

Axis 3 -- Artificial Intelligence and Digital Humanism

Summary: The balance between the integration of Artificial Intelligence (AI) into the educational process and the preservation of human-centric values constitutes the core of this section. AI is approached through its dual dimension: as a powerful pedagogical tool, but also as a source of new ethical challenges, with the primary concern being the protection and further development of human creativity.

Thematic categories:

- Utilization of Artificial Intelligence as a dynamic tool in lesson planning and the creation of educational material.
- Applications of Artificial Intelligence for the enhancement of personalized learning and the support of students with different learning needs.
- Transparency, safety, and personal data protection issues of students during the use of digital technologies in education.
- Strategies for safeguarding against the addictive design of social networks and the negative impact in the era of photographic filters.
- Methods of empowering human creativity in the era of Artificial Intelligence.

Axis 4 -- Holistic Approaches and Empowerment of Citizenship

Summary: The promotion of the holistic education of students is placed at the center of this axis, with particular emphasis on the cultivation of their socio-emotional skills. At the same time, the close relationship between the learning process and democratic practice is highlighted, with the ultimate goal of developing conscious citizens who assume their corresponding responsibilities towards society and the environment.

Thematic categories:

- Redefining the role of the school through the lens of holistic education.
- Transitioning from the passive assimilation of knowledge to experiential and applied learning.
- Strengthening democratic culture and human rights education.
- Education for sustainable development and the cultivation of ecological awareness.
- Ethical and social responsibility as the foundation of the modern citizen.

Axis 5 -- Educational Policy, Research and Innovation

Summary: The exploration of contemporary trends in educational policy design is at the center of this axis. The value of interdisciplinary research is highlighted as a catalyst for the adoption of innovative practices, while simultaneously emphasizing the urgent need for lifelong learning and the systematic professional empowerment of educators.

Thematic categories:

- Contemporary trends and proposals for formulating educational policy strategies.
- Interdisciplinarity as a foundation for the adoption of innovative practices.
- Lifelong learning and continuous training of educators.
- Prioritizing the mental resilience and socio-emotional empowerment of educators.

- The educator as a catalyst and agent of educational transformation.

Axis 6 -- Inclusive Education, Special Education and Digital Accessibility

Summary: Equal access to the benefits of technology for all students constitutes the cornerstone of digital humanism. This specific axis focuses on how new technologies and modern pedagogical models can act as bridges for inclusion, removing barriers to learning and supporting the educational process in Special Education and Inclusive Education.

Thematic categories:

- Applications of Artificial Intelligence and assistive technologies in Special Education.
- Digital inclusion strategies: removing barriers to learning access for students with disabilities or special educational needs.
- Differentiated instruction and Universal Design for Learning in digital and hybrid environments.
- Transitioning from simple integration to meaningful inclusion through innovative pedagogical practices.
- Evaluation of digital educational tools based on accessibility and user-friendliness criteria.

Axis 7 -- Educational Leadership, Administration and Change Management

Summary: The transformation of the educational landscape requires leadership with vision and adaptability. This axis explores the pivotal role of educational leaders in change management, the cultivation of an inclusive and democratic culture within the school unit, as well as the support of the teaching staff in the face of contemporary challenges.

Thematic categories:

- Highlighting the catalytic role of educational leadership in promoting innovation and the democratic organization of the school.
- Educational administration models for smooth transition and change management in the contemporary educational reality.
- Highlighting strategies for the support, motivation, and professional development of educators by educational leaders.
- Management of crises, conflicts, and ethical dilemmas in the modern, digitally upgraded school.
- Networking of school units and exchange of best practices in administration and organization.

Axis 8 -- School, Family, and Local Community Collaboration in the Digital Age

Summary: In an environment where the boundaries between the physical and digital worlds are becoming blurred, the school cannot operate isolated from the broader social context. This axis highlights the imperative need to create strong alliances among the school, family, and local community, with the aim of providing multifaceted support to students and jointly addressing contemporary risks.

Thematic categories:

- Strategies for communication and building trust between educators and parents/guardians.
- Highlighting the role of the family in managing screen time and preventing digital addiction and cyberbullying.
- Education, Parent Schools, and counseling support in response to the challenges of digital environments.
- Connecting the school with local entities to promote active citizenship.
- Joint school-community actions to eliminate digital illiteracy and strengthen social cohesion.

Conference Committees

Honorary Committee

His Eminence the Metropolitan of Kitros, Katerini and Platamonas, **Georgios**

Mavridou Sofia, Vice Regional Governor of the Regional Unit of Pieria

Ntoumos Ioannis, Mayor of Katerini

Geroliolios Evangelos, Mayor of Dion-Olympos

Kompatsiaris Christos, Mayor of Pydna-Kolindros

Scientific Committee¹

Koptsis Alexandros, Regional Director of Primary & Secondary Education of Central Macedonia, **President**

His Eminence the Metropolitan of Kitros, Katerini and Platamonas, **Georgios Chrysostomou**, Associate Professor of the Department of Theology, Faculty of Theology, Aristotle University of Thessaloniki

Angelides Panagiotis, Vice Rector for Academic Affairs, Director of UNESCO Chair, Professor at the Department of Education, School of Education, University of Nicosia

Aidonis Dimitrios, Dean of the School of Economics and Business Administration of the International Hellenic University, Professor of the Department of Supply Chain Management

¹ The list of members of the Scientific Committee is currently being finalized and will be updated in a subsequent announcement.

- Grigoriadis Athanasios**, Dean of the Faculty of Education of the Aristotle University of Thessaloniki, Professor of the Department of Early Childhood Education
- Kotzaivazoglou Iordanis**, Dean of the School of Design Sciences of the International Hellenic University, Professor of the Department of Business Administration
- Konstantinou Marios**, Associate Dean of the School of Humanities and Social Sciences, Professor at the Department of Social Sciences, School of Humanities and Social Sciences
- Tsioumis Konstantinos**, Dean of the Faculty of Philosophy of the Aristotle University of Thessaloniki, Professor of the Department of Philosophy and Pedagogy
- Stylianou Agni**, Head and Associate Professor of the Department of Education, University of Nicosia
- Caron Carter**, Senior Lecturer in Childhood & Early Childhood Education (BEd Hons, MA, NPQH, PhD) Postgraduate Research Tutor in Education Associate Editor – Pastoral Care in Education, Sheffield Hallam University
- Giannakidou Anastasia**, Professor of Linguistics and the College Director, Center for Hellenic Studies Co-director, Center for Gesture, Sign and Language, Department of Linguistics, University of Chicago
- Ypsilanti Antonia**, Associate Professor in Cognitive Psychology/Psychobiology Department of Psychology, Sociology & Politics at Sheffield Hallam University
- Aidinis Athanasios**, former Dean of the Faculty of Education of the Aristotle University of Thessaloniki, Professor of the Department of Primary Education
- Vitoulis Michalis**, Associate Professor of the Department of Early Childhood Education and Care, School of Social Sciences, International Hellenic University
- Desli Despoina**, Professor of the Department of Primary Education, Faculty of Education, Aristotle University of Thessaloniki
- Zachos Dimitrios**, Professor of the Department of Primary Education, Faculty of Education, Aristotle University of Thessaloniki
- Ioannidou Martha**, Associate Professor of the Department of Primary Education, Faculty of Education, Aristotle University of Thessaloniki
- Kanari Chara**, Associate Professor of the Department of Early Childhood Education, Faculty of Education, Aristotle University of Thessaloniki
- Karatasios Georgios**, former Regional Director of Education of Central Macedonia, Mathematician – Honorary School Advisor, former Lecturer at the Universities of Macedonia – AUTH – Western Macedonia – Neapolis Pafos
- Koltsida Maria**, Assistant Professor of the Department of Primary Education, Aristotle University of Thessaloniki
- Kourea Lefki**, Associate Professor of the Department of Education, School of Education, University of Nicosia
- Lenakakis Antonios**, Professor of the Department of Early Childhood Education, Faculty of Education, Aristotle University of Thessaloniki

Mitropoulou Vasiliki, Professor of the Department of Theology, Faculty of Theology, Aristotle University of Thessaloniki

Birbili Maria, Professor of the Department of Early Childhood Education, Faculty of Education, Aristotle University of Thessaloniki

Mylona Ifigeneia, Associate Professor of the Department of Management Science and Technology, Democritus University of Thrace

Ntrenogianni Eleni, Professor of the Department of Primary Education, Aristotle University of Thessaloniki

Papadopoulou Vasiliki, Professor of the Department of Philosophy and Pedagogy, Faculty of Philosophy, Aristotle University of Thessaloniki

Pitta Evdokia, Assistant Professor of the Department of Education, University of Nicosia

Refanidis Ioannis, former Dean of the School of Information Sciences of the University of Macedonia, Professor of the Department of Applied Informatics

Smyrniaos Antonios, Professor of the Department of Primary Education, School of Humanities and Social Sciences, University of Thessaly

Spantidakis Ioannis, Professor of the Department of Primary Education, School of Education, University of Crete

Fella Argyro, Assistant Professor of the School of Education, University of Nicosia

Chatzipanteli Angela, Assistant Professor of the School of Education, University of Nicosia

Organizing Committee

Triantafyllidou Parthena, Director of Primary Education of Pieria, **President**

Amanatidou Margarita, Head of School Activities, Directorate of Primary Education of Pieria

Andriopoulos Polykarpos, Deputy Principal of the 2nd Primary School of Katerini

Vidakis Christos, Education Advisor of Pedagogical and Scientific Responsibility PE70, 2nd Unit of the Directorate of Primary Education of Pieria

Georgantopoulou Maria, Administrative Employee, Directorate of Primary Education of Pieria

Graikos Nikolaos, Quality Supervisor and Education Advisor of the 1st Unit of Primary Schools, Directorate of Primary Education of Pieria

Diamantopoulou Evangelia (Elina), Deputy Mayor of Education, Culture and Tourism, Municipality of Katerini

Evangelopoulos Naoum, Head of the Department of Educational Affairs, Directorate of Primary Education of Pieria

Zourzoura Sofia, Deputy Mayor of Education, Tourism and Sports, Municipality of Dion-Olympos

Kantartzi Evangelia, Director of the Museum of School Life and Education

Karadimou Maria, Seconded Teacher PE60, Directorate of Primary Education of Pieria

Koemtzis Dimitrios, Deputy Mayor of Culture, Education, Programming-Organization and Informatics, Delinquency and Public Health, Municipality of Pydna-Kolindros

Machairidou Maria, Education Advisor PE11 of Pieria and Chalkidiki

Bikiaropoulos Nikolaos, Principal of the Primary School of Nea Efesos

Binias Nikolaos, Education Advisor of Special Education and Inclusive Education of Imathia & Pieria

Botaiti Areti, Education Advisor PE60, Directorate of Primary Education of Pieria

Nachopoulos Nikolaos, Principal of the 2nd Primary School of Katerini

Nikolaidis Spyros, Deputy Head of the Department of Informatics and New Technologies, Directorate of Primary Education of Pieria

Noitsis Ioannis, Education Advisor PE70, 1st Unit of the Directorate of Primary Education of Chalkidiki

Papas Anastasios, Education Advisor PE70, 3rd Unit of the Directorate of Primary Education of Pieria

Charisopoulou Marina, Education Advisor PE70, Directorate of Primary Education of Kozani

Chlemes Dimitrios, Principal of the 2nd Primary School of Kolindros, President of the Municipal Committee of Primary and Secondary Education of the Municipality of Pydna-Kolindros

Collaborating Universities ²

- University of Nicosia
- Faculty of Philosophy, Aristotle University of Thessaloniki
- Faculty of Educational Sciences, "Dunărea de Jos" University of Galați

Collaborating Organizations²

- Gesios Museum
- Museum of School Life and Education

The conference is addressed to:

- Education researchers and scholars
- Faculty members of Higher Education Institutions
- Educators of all specialties and educational levels
- Primary and Secondary Education administrators

² The list of collaborating Universities/Organizations is under development and will be expanded in a future announcement.

- Undergraduate and postgraduate students, PhD candidates, PhD holders, and postdoctoral researchers
- Representatives of Local Government

Important dates

- Start of paper submissions: **01/11/2026**
- Deadline for paper submissions: **10/12/2026 (24:00)**
- Notification of paper acceptance: **30/01/2027**
- Submission of revised text based on reviewers' comments, for inclusion in the conference proceedings: **28/02/2027**

Information

Participation in the conference is **free**.

Conference website: <https://conference-pieria.mysch.gr/en>

Conference e-mail: conference-pieria@sch.gr

Detailed information regarding paper specifications and the submission process will be published in upcoming announcements, in both print and electronic media.

Sincerely,

The President of the Organizing Committee



Triantafyllidou Parthena

Director of the Directorate of Primary Education of Pieria