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ACADEMIC QUALIFICATIONS

1991	*Ph.D. in Experimental Psychology*, Department of Psychology, Graduate School of Arts and Science, New York University.
1989	*M.A. in Experimental Psychology*, Department of Psychology, Graduate School of Arts and Science, New York University.
1982	*M.Sc. in Statistics*, London School of Economics and Political Science, University of London.
1981	*B.Sc. (Hons) in Statistics*, Queen Mary College, University of London.
1977	*Certificate of Secondary Education* (Apolytirion), Thessaloniki, Greece.

PROFESSIONAL EXPERIENCE

2024-	*Module Leader* for Contemporary Issues in Education module (MA. Education, MA Special Education)
2021-	*Module Leader (Education Doctorate)* for Institution Focus study module, EdD.
2018-	*Module Leader* for Cognitive Development and Learning module (MSc. Psychology and Education, MSc. Neuroscience in Education).
2016-	*Associate Professor* in Psychology and Education, University College London
2015-	*Mentor for supervision and teaching skills.*
2014- 2016	*Senior Lecturer in Research Methods in Psychology and Education*, Department of Psychology & Human Development, IOE.
2006-2012	*Ethics Co-ordinator*, Department of Psychology & Human Development.
2000-2020	*Departmental Graduate (Research) Tutor*, Department of Psychology & Human Development.
1999-2021	*Module leader*, Education Doctorate (EdD), Methods of Enquiry 2; research processes and skills Module.
1993-2014	*Lecturer in Research Methods in Psychology and Education*, Institute of Education, University of London.
1992-1993	*Research Officer*, Institute of Education, University of London (Basic Skills Project, P.I. Prof Hazel Francis).
1991-1992	*Education and Media Research Consultant*, Schools TV, BBC, White City, London.

1986-1991   *Teaching Assistant*, Department of Psychology, NYU (courses tutored: Mathematical Statistics and Probability Theory for Masters' level students, Statistics and Introduction to Psychology for undergraduate level).

1984-1986   *Research Associate*, Département des Sciences Economiques, Université Catholique de Louvain, Louvain-la-Neuve, Belgium (statistical and economic analysis involving a large data base provided by the Spanish industry).

1983-1984   *Research Fellow* at the European University Institute, Florence, Italy – Research Assistant to Prof. M. Negreponti-Delivani (analysis of economic data on the less developed regions of Europe).

1983-1984   *Statistical Consultant* (research project supervised by Dr. G. Rossi, commissioned by the "Cassa di Risparmio di Trento") for the European University Institute and at "Prometeia" Center for Economic Research, Bologna Italy. Under Direction of Dr. Romano Prodi.

1983   *Trainee* at the Commission of the European Communities, Directorate General for the Environment, Consumer Protection and Nuclear Safety.

OTHER SCHOOL BASED EXPERIENCE

2016-   Foundation Governor, Chair of the Curriculum and Staffing Committee, Camden School for Girls, London.

2000-2015   Parent Governor, St Sophia Greek School, London.

LANGUAGES

Bilingual in Greek and English, French; Fluent. Italian; Intermediate spoken and basic written, German and Dutch; beginner understanding.

CURRENT AND RECENT RESEARCH AND DEVELOPMENT PROJECTS

2024-2026   PI Knowledge Exchange, UCL : Graffinity's Usability Study with M.Mavrikis and A.Mee
2021-2023   Co-PI Knowledge Exchange Project UCL : eCREST tool building/usability with Medical, Pharmacy and Physician Associate students
2021-2022   Global Innovation Fund; Georgia University project of Doctoral Supervision Training model
2020-2021   PI Seed Funding Award, UCL IOE
2017-2020   Co-PI INNOVATE-UK Knowledge Transfer Project with Manolis Mavrikis, London Knowledge Lab. Maths and Technology
2015-2017   Co-PI EU ERASMUS + GAMES FOR ALL: USE of Digital games in SEN (UK) and mainstream classrooms (Sweden), a CPD project.
2012-2015   Co- PI. EU TEMPUS: Capacity Development of Faculties of Education in International approaches to teacher education
2014-2015   PI for Innovative Pedagogies with ICTs in SEN, Higher Education Innovation Next Generation Fund (IOE)
2012-2014   Pilot Leader: JISC- Assessment careers: enhancing learning pathways through assessment (http://www.ioe.ac.uk/study/departments/lce/59520.html)

GOVERNMENT CONSULTATIONS

- 2008 On the government report: Byron, T. Safe Children in a digital world: The report of the Byron Review. (download at: www.dcsf.gov.uk/byronreview)
- 2005 DfES On ICT as the fourth Skill for Life (aka Basic Skill) .
- 2002-6 to policy working groups at NIACE, NRDC and DfES towards ICT as basic skill
- 1999-2001 Expert advising on policy for ICT materials at the University for Industry (U.f.I).

DOCTORAL SUPERVISION
(some examples out of about 40 PhD, EdD and D.Ed.Psych supervisions successfully completed)

Victoria Pavlou (PhD, 2004) Pupils' attitudes towards art teaching in primary school: an evaluation tool

Janet Barker (EdD, 2005) Learning styles in training

Sue Bodman (EdD, 2006) (with Sue Burroughs–Laing) Feedback in assessment and training of Reading Recovery tutors

Karen Majors (EdD, 2009) Imaginary companions and the purposes they serve: An IPA.

Thea Herodotou (PhD, 2009)   (with Niall Winters, KLab) Digital Game Appropriation

Yiota Lambrianidou (Doctorate in Professional Educational, Child and Adolescent Psychology, 2010) Evaluating foster cares parenting skills in mentoring programmes.

Sarah Lesley Lewis-Hayes (Doctorate in Professional Educational, Child and Adolescent Psychology, 2011) The Role of Digital Interactive Gaming Technologies (DIGTs) in Facilitating Communication and Social Interaction Students with Severe Learning Difficulties.

Margaret Leahy (PhD, 2013) Constructions of Technology-mediated Literacy: literacy in a disadvantaged Primary school in Ireland

Clare Hawtin (Doctorate in Professional Educational, Child and Adolescent Psychology, 2014) Evaluating the Impact of VIG in promoting change in parent-child relations

Ming-Hsuan Wang (PhD, 2014)   (with Jeni Riley) Parents and young children Co-viewing children's TV in Taiwan

M*adeline Duca* (Doctorate in Professional Educational, Child and Adolescent Psychology 2017) Use of ipads in schools in Malta.

Naomi Arram (EdD , 2019) with Jane Hurry. Images vs Block Text reading

Ruth Plackett **(**PhD, 2019) with Jessica Sheringham (Public Health Institute) Evaluation of eCREST an online education simulation tool as a learning tool to improve medical students' clinical reasoning skills.

Sinead Conlan (D.Ed.Psych, 2023) with Vivian Hill. Exploring the Identities and Educational Experiences of Children Under Special Guardianship Orders (SGOs).

Skylar Powell (PhD 2025) with Panos Rentzelas. Simultaneous Social- and Temporal-Comparative Feedback and Task Performance.

SELECTED PUBLICATIONS

Mavrogalou-Foti AP, Kambouri M and Çili S (2024) The supervisory relationship as a predictor of mental health outcomes in doctoral students in the United Kingdom. Front. Psychol. 15 doi: 10.3389/fpsyg.2024.1437819

Sideropoulos V, Midouhas E, Kokosi T, Brinkert J, Wong K, Kambouri M(2021). The effects of cumulative stressful educational events on the mental health of doctoral students during the COVID-19 pandemic Doi: 10.14324/111.444/000105.v1

Plackett, R., Kassianos, A. P., Timmis, J., Sheringham, J., Schartau, P., & Kambouri, M. (2021). Using Virtual Patients to Explore the Clinical Reasoning Skills of Medical Students: A Mixed Methods Study. *Journal of Medical Internet Research*. doi:10.2196/24723

Fraca, E., Kambouri, M., Yuen, N., Bakirtzoglou, R., Mair, G., Highmore, A., . . . Mavrikis, M. (2020). A hybrid learning space for physically active mathematics: The case of **numberfit**. In *CEUR Workshop Proceedings* Vol. 2712 (pp. 15-24). Retrieved from http://ceur-ws.org/Vol-2712/

Plackett, R., Kassianos, A. P., Kambouri, M., Kay, N., Mylan, S., Hopwood, J., . . . Sheringham, J. (2020). Online patient simulation training to improve clinical reasoning: a feasibility randomised controlled trial. *BMC Medical Education*, *20*(1), 245. doi:10.1186/s12909-020-02168-4

Fraca, E., Nair, R., Hubbard, C., Kambouri, M., Mair, G., & Mavrikis, M. (2020). Engaging children and parents in physically active maths sessions. In *Extended Abstracts - Proceedings of the 2020 ACM Interaction Design and Children Conference, IDC 2020* (pp. 260-263). doi:10.1145/3397617.3402032

Sagoo, M. G., Vorstenbosch, M. A. T. M., Bazira, P. J., Ellis, H., Kambouri, M., & Owen, C. (2020). Online Assessment of Applied Anatomy Knowledge: The Effect of Images on Medical Students' Performance. *ANATOMICAL SCIENCES EDUCATION*, 10 pages. doi:10.1002/ase.1965

Fraca Santamaria, M. E., Mavrikis, M., Kambouri, M., Yuen, N., Bakirtzoglou, R., Mair, G., . . . Hubbard, C. (2019). Towards a Hybrid Learning Space for Engaging Primary Pupils in Physically-Active Mathematics: the case of Numberfit. In *Hybrid learning spaces - design, data, didactics. ECTEL workshop - HLS D3 2019*. Delft. Retrieved from https://hls-d3.iucc.ac.il/

Sagoo, M. G. (2017). *Assessing the applied anatomy knowledge of medical students: the effect of visual resources on preparing them to become new doctors.* (PhD Thesis, University College London).

Hargreaves, E., Kambouri, M., Bradshaw, P., & Attard, M. (2016). *Bringing theory and practice closer in teacher learning*. Cairo: The Middle East Centre for Higher Education.

Herodotou, C., Winters, N., & Kambouri, M. (2015). An Iterative, Multidisciplinary Approach to Studying Digital Play Motivation: The Model of Game Motivation. *Games and Culture*. doi:10.1177/1555412014557633

Wall, K., & Kambouri, M. (2014). Developing Reflective Practitioner Researchers: Designing specific Research methods modules to help teachers apply their new skills.. In *IOE-BNU Conference 2014: Learning in a changing world*. London. Retrieved from http://eprints.ioe.ac.uk/20927/

Wall, K., & Kambouri, M. (2014). Practitioner focused master's programmes : which research methods and modes of analysis should be taught and why?. In *British Educational Research Association (BERA) Annual Conference*. London. Retrieved from http://eprints.ioe.ac.uk/18954/

Herodotou, C., Kambouri, M., & Winters, N. (2014). Dispelling the myth of the socio-emotionally dissatisfied gamer. *Computers in Human Behaviour*, *32*, 23-31. doi:10.1016/j.chb.2013.10.054

Herodotou, C., Winters, N., & Kambouri, M. (2012). A Motivationally Oriented Approach to Understanding Game Appropriation. *International Journal of Human-Computer Interaction*, *28*(1), 34-47. Retrieved from http://eprints.ioe.ac.uk/11348/

Herodotou, C., Kambouri, M., & Winters, N. (2011). The role of trait emotional intelligence in gamers? preferences for play and frequency of gaming. *Computers in Human Behaviour*, *27*(5), 1815-1819. Retrieved from http://eprints.ioe.ac.uk/11878/

Alpay, E., Hari, A., Kambouri, M., & Ahearn, A. (2010). Gender issues in the university research environment. *European Journal of Engineering Education*, *35*(2), 135-145. doi:10.1080/03043790903497302

Nance, B., Kambouri, M., & Mellar, H. (2007). *Developing Teaching And Learning: Practitioner Guides: ICT*. Leicester: National Institute of Adult Continuing Education. Retrieved from http://eprints.ioe.ac.uk/15613/

Coben, D., Crowther, J., Kambouri, M., Mellar, H., Mogey, N., Sheena, M., & Stevenson, I. (2007). Greater than the Sum. Report of the Action Research Project: The Use of ICT in Adult Numeracy Teaching in Scotland, Phase 2. London: Research and Development Centre for Adult Literacy and Numeracy. Retrieved from http://eprints.ioe.ac.uk/685/

Rees, E., Mellar, H., & Kambouri, M. (2007). The potential audiences for literacy and numeracy learning via Digital TV. In J. Attewell, & M. Kambouri (Eds.), *Interactive digital television for literacy and numeracy* (pp. 11-25). London: Learning and Skills Network. Retrieved from http://eprints.ioe.ac.uk/713/

Nance, B., Kambouri, M., & Mellar, H. (2007). *Developing Adult Teaching and Learning Practitioner Guides : Using ICT*. London: NIACE/NRDC. Retrieved from http://eprints.ioe.ac.uk/709/

Pavlou, V., & Kambouri, M. (2007). Pupils' attitudes towards art teaching in primary school: an evaluation tool. *Studies in Educational Evaluation*, *33*, 282-301. Retrieved from http://eprints.ioe.ac.uk/5913/

Mellar, H., Kambouri, M., Logan, K., Betts, S., Nance, B., & Moriarty, V. (2007). Effective Teaching and Learning: Using ICT. London: National Research and Development Centre for adult literacy and numeracy. Retrieved from http://eprints.ioe.ac.uk/705/

Mellar, H., Kambouri, M., Logan, K., Betts, S., Nance, B., & Moriarty, V. (2007). Effective teaching and learning: Using ICT. Summary Report. London: National Research and Development Centre for Adult Literacy and Numeracy (NRDC). Retrieved from http://eprints.ioe.ac.uk/706/

Kambouri, M., Thomas, S., & Mellar, H. (2006). Playing the literacy game: a case study in adult education. *Learning, Media and Technology*, *31*(4), 395-410. Retrieved from http://eprints.ioe.ac.uk/693/

Kambouri, M., Mellar, H., & Logan, K. (2006). Adult Learners and ICT: An Intervention Study in the UK. In W. Nejdl, & K. Tochtermann (Eds.), *Innovative Approaches for Learning and Knowledge Sharing: First European Conference on Technology Enhanced Learning, EC-TEL 2006 Crete, Greece, October 1-4, 2006 Proceedings* (pp. 213-226). Heidelberg: Springer Berlin. Retrieved from http://eprints.ioe.ac.uk/691/

Schott, G., & Kambouri, M. (2005). Social Play and Learning. In D. Carr, D. Buckingham, A. Burn, & G. Schott (Eds.), *Computer Games: Text, Narrative and Play* (pp. 119-132). Cambridge: Polity Press. Retrieved from http://eprints.ioe.ac.uk/5900/

Coben, D., Stevenson, I., Mellar, H., Kambouri, M., & Mogey, N. (2005). The use of ICT in Adult Numeracy Teaching in Scotland. The Scottish Government. Retrieved from http://eprints.ioe.ac.uk/686/

Mellar, H., & Kambouri, M. (2005). Observing ICT use in adult literacy, numeracy and language classrooms. *Literacy and Numeracy Studies*, *14*, 61-74. Retrieved from http://eprints.ioe.ac.uk/704/

Mellar, H., & Kambouri, M. (2004). WebQuests, m-learning and CyberLabs. *Reflect - the Magazine of the NRDC*, *Issue*, 23-25. Retrieved from http://eprints.ioe.ac.uk/703/

Mellar, H., Kambouri, M., Sanderson, M., & Pavlou, V. (2004). ICT and adult literacy, numeracy and ESOL. London: National Research and Development Centre for adult literacy and numeracy. Retrieved from http://eprints.ioe.ac.uk/708/

Mellar, H., & Kambouri, M. (2004). New Technologies and Adult Literacy and Numeracy in the UK. *Ci ncias Humanos e Educa   o*, *5*(1), 69-74. Retrieved from http://eprints.ioe.ac.uk/702/

Kambouri, M., & Mellar, H. (2004). UFI?s Max Trax: A computer game to practice mathematics. *Numeracy Briefing*, *1*, 19-20. Retrieved from http://eprints.ioe.ac.uk/10777/

Kambouri, M., Mellar, H., & author, D. (2004). UFI's Max Trax: A computer game to practice mathematics. *Numeracy Briefing*, *1*, 19-20. Retrieved from http://eprints.ioe.ac.uk/5893/

Mellar, H., & Kambouri, M. (2004). Learning and teaching adult basic skills with digital technology: research from the UK. In A. Brown, N. Davis, A. J. Brown, & N. E. Davis (Eds.), *World yearbook of education 2004: Digital technology, communities and education* (pp. 131-144). London: Routledge. Retrieved from http://eprints.ioe.ac.uk/701/

Thomas, S., Schott, G., & Kambouri, M. (2004). Designing for learning or designing for fun? Setting usability guidelines for mobile educational games. In J. Attewell, C. Savill-Smith, & S. Attwell (Eds.), *Learning with mobile devices: Research and development* (pp. 173-181). London: Learning and Skills Development Agency. Retrieved from http://eprints.ioe.ac.uk/5891/

Kambouri, M. (2003). Proceedings of MLEARN 2003. In *Unknown* (pp. 173-181). London: Learning Skills and Development Agency. Retrieved from http://eprints.ioe.ac.uk/13150/

Mellar, H., Pavlou, V., Kambouri, M., & Sanderson, M. (2003). ICT and adult literacy and numeracy ? what counts as evidence?. Retrieved from http://eprints.ioe.ac.uk/16962/

Kambouri, M., Schott, G., Thomas, S., Pavlou, V., & Mellar, H. (2003). Evaluating **learndirect** games for learners with skills for life needs- Final Report, submitted to UfI September 2003. Retrieved from http://eprints.ioe.ac.uk/16960/

Schott, G., & Kambouri, M. (2003). Moving between the Spectral and Material Plane: Interactivity in Social Play with Computer Games. *Convergence*, *9*(3), 41-55. Retrieved from http://eprints.ioe.ac.uk/5899/

Kambouri, M., Mellar, H., Windsor, V., & Kinsella, K. (2003). Using laptop computers to develop basic skills: a handbook for practitioners. National Research and Development Centre for Adult

Literacy and Numeracy, Institute of Education and The Basic Skills Agency. Retrieved from http://eprints.ioe.ac.uk/692/

Mellar, H., & Kambouri, M. (2003). Research Summary: ICT and Adult Literacy and Numeracy. London: National Research and Development Centre for adult literacy and numeracy. Retrieved from http://eprints.ioe.ac.uk/700/

Kambouri, M., Mellar, H., Kinsella, K., & Windsor, V. (2003). Research into the effectiveness of learndirect materials and support system for learners with skills for life needs: Research Summary. Sheffield: U.f.I. Retrieved from http://eprints.ioe.ac.uk/5895/

Kambouri, M., Schott, G., Thomas, S., Pavlou, V., & Mellar, H. (2003). Evaluating learndirect games for learners with skills for life needs - Research summary. Sheffield: Ufi Charitable Trust. Retrieved from http://eprints.ioe.ac.uk/5897/

Kambouri, M., Schott, G., Thomas, S., Pavlou, V., & Mellar, H. (2003). Evaluating learndirect games for learners with skills for life needs- Final Report. UfI. Retrieved from http://eprints.ioe.ac.uk/5896/

Kambouri, M., Thomas, S., & Schott, G. (2003). Designing for learning or designing for fun? Setting usability guidelines for mobile educational games. In J. Attewell, G. D. Bormida, M. Sharples, & C. Savill-Smith (Eds.), *MLEARN 2003 learning with mobile devices: book of abstracts for the second annual MLEARN conference 19?20 May 2003* (pp. 30-31). Learning Skills and Development Agency. Retrieved from http://eprints.ioe.ac.uk/5890/

Mellar, H., Kambouri, M., Sanderson, M., & Pavlou, V. (2003). What counts as evidence for what purposes in research in adult literacy. Retrieved from http://eprints.ioe.ac.uk/707/

Kambouri, M., Mellar, H., Goodwin, T., & Windsor, V. (2002). Evaluation of the impact of laptop computers and basic skills softare when using ICT to support the teaching and learning of Basic Skills the DFES Laptop Initiative for Adult and Community Learning - Report to the BSA. London: Basic Skills Agency. Retrieved from http://eprints.ioe.ac.uk/690/

Kambouri, M., Mellar, H., Goodwin, T., & Windsor, V. (2002). Evaluation of the impact of laptop computers and basic skills software when using ICT to support the teaching and learning of basic skills - the DFES laptop initiative for adult and community learning. Basic Skills Agency. Retrieved from http://eprints.ioe.ac.uk/5894/

Kambouri, M., & Kett, M. (2001). Basic Skills in New technologies for young offenders: DG XXll Connect Project Evaluation Report. Basic Skills Agency. Retrieved from http://eprints.ioe.ac.uk/5892/

Kambouri, M. (2001). Investigating the value of a client forum in a vocational training programme for people with learning difficulties and disabilities. *The Skill Journal*, *70*, 1-4. Retrieved from http://eprints.ioe.ac.uk/5889/

Hayton, A., Goodwin, T., Windsor, V., Kambouri, M., Mellar, H., & Koulouris, P. (2001). Using ICT to develop literacy and numeracy skills for adults: a guide for learning centres working with adult learners. Sheffield: Learndirect. Retrieved from http://eprints.ioe.ac.uk/5888/

Mellar, H., & Kambouri, M. (2001). Evaluation of the Skillsbuild Project: report of the Institute of Education evaluation team. Basic Skills Agency. Retrieved from http://eprints.ioe.ac.uk/698/

Mellar, H., & Kambouri, M. (2001). Using ICT to develop literacy and numeracy: research summary. London: U.f.I Ltd. Retrieved from http://eprints.ioe.ac.uk/699/

Mellar, H., Kambouri, M., Wolf, A., Goodwin, T., Hayton, A., Koulouris, P., & Windsor, V. (2001). Research into the effectiveness of learning through ICT for people with basic skills needs. Sheffield: UfI. Retrieved from http://eprints.ioe.ac.uk/5898/