

Maretta Sidiropoulou

Associate Professor

Reading and Writing: Teaching Approaches and Applications

Department of Education Sciences in Early Childhood

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Maretta Sidiropoulou was born in Paris. She holds a degree from the Department of Philosophy and Education (Pedagogy) of the Aristotle University of Thessaloniki (AUTH), specializing in Pedagogy (2005). She holds a Master's degree in Social Anthropology, with a focus on Gender Studies, from the University of the Aegean (2008), and a Master's in Creative Writing from the University of Western Macedonia (2011), before going on to receive her PhD in Social Anthropology from the University of the Aegean (2015). Part of her studies took place in the Department of Educational & Social Science at the University of Central Lancashire. In 2007, she was a visiting researcher in the Department of Social Anthropology at University College London (UCL). At the postgraduate level, her teaching includes the Interdepartmental Postgraduate Program "Pedagogy through Innovative Technologies and Biomedical Approaches" at the University of West Attica, as well as the Postgraduate Program of the Department of Educational Sciences in Early Childhood at the Democritus University of Thrace (DUTH), "Educational Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments." For a number of years, she also taught as a member of the Teaching Staff (SEP) at the Hellenic Open University, in the MA program "Educational Sciences" and the MA program "Creative Writing." At the undergraduate level, she has taught, indicatively, at the Dipartimento di Lingue e Scienze dell'Educazione (Department of Language and Education) at the Università della Calabria, at the Department of Social Anthropology and History of the University of the Aegean, at the Department of Early Childhood Care and Education, and at the Department of Library Science and Information Systems of the University of West Attica, among others. She has participated in a series of Higher Education research programs on the education of children with cultural particularities (AUTH, Hellenic Open University, National and Kapodistrian University of Athens), and on non-formal forms of assessment (Department of Preschool Education, TEI of Athens), and has collaborated with the Centre for the Greek Language on the creation of tools for reading and teaching literature in education. She is the founder and scientific director of the Open Book Project initiative (IBBY Reading Promotion Award, 2023), which aims to create inclusive books accessible to all children, developed within the scientific activities of the Laboratory of Pedagogical Research and Educational Practices of the Department of Early Childhood Education and Care (TEEPH), DUTH, and is actively engaged in cultivating a culture of reading, systematically designing targeted initiatives at the university and in collaboration with various organizations.

Selected Publications

- Sidiropoulou, M. (2025). *Books in Motion: Booktrailers, Literacies, and Education*. Leimon Publications. (in Greek)
- Papailia, A. & Sidiropoulou, M. (2026). *Visual Narrative Pathways in Illustrated Books for Children*. Disigma Publications. (in Greek)
- Sidiropoulou, M., Vlachou, S., & Sidiropoulou-Kanellou, T. (2026). From home to school: Using children's drawings to explore language and schooling experiences in a bilingual setting. In T. Berg & T. Bowen (Eds.), *Lines of inquiry: Multi-disciplinary methodologies in drawing and education* (pp. 150–168). Intellect.
- Sidiropoulou, M. (2025). Reading Through Our Fingers: Making Tactile Books That Open Doors. *Childhood Education*, 101(6), 14-21. Published by Taylor & Francis.
- Sidiropoulou, M. (2025). Reading through booktrailers: A multimodal approach to children's literature in higher education. *Monographic issue: Teaching Children's Literature and Reading for Fun at University*. *Journal of Literary Education*, 9, 140–161.
- Markos, A., Prentzas, J., & Sidiropoulou, M. (2024). Pre-service teachers' assessment of ChatGPT's utility in higher education: SWOT and content analysis. *Electronics*, 13(10), Article 1985.
- Sidiropoulou M. (2024) Places and spaces of/ for reading in children's literature: From mysterious dusty libraries to cities made of books. In Ž. Flegar & J. Miskec (Eds.), *Children's Literature in Place: Surveying the Landscapes of Children's Culture* (pp. 236-243). Children's Literature and Culture publications. Routledge.
- Sidiropoulou, M. (2024). Creative Writing and Street Photography: Encouraging Dialogue with Children on Issues of Social Justice. In V. Karagounis, E. Katsama & N. Tsergas (Eds.), *Social Work and Social Deprivation* (pp. 201–214). Topos Publications. (in Greek)
- Sidiropoulou, M., & Tsergas, N. (2024). Black-out Poetry: Collective Trauma and Resilient Readings with Applications in Learning Environments. In M. Paparousi & S. Kiosses (Eds.), *Approaches to Literature "After Theory": Mapping Contemporary Trends* (pp. 185–200). Kritiki Publications. (in Greek)
- Sidiropoulou M. (2023). Visible and invisible aspects of embodied reading. *Effetti di lettura / Effects of Reading*. Vol 2, No 1.
- Mousena, E., Sidiropoulou, T., Sidiropoulou, M., 2022, Curriculum for Citizenship and Sustainability. In H. Şenol (ed.), *Pedagogy - Challenges, Recent Advances, New Perspectives and Applications*, IntechOpen.
- Sidiropoulou M., (2023) Reading and Space: Unveiling Dynamic Interactions, *Journal of Literary Education*, (7), 181-203.