

Publications

Despoina Georgiou

I. Conference Contributions

2019

Georgiou, D., Mok, SY., Wiesbeck, A., Fischer, F., Seidel, T. (2019, August). The Evidence-based teaching knowledge, beliefs and attitudes scale. In M. Daumiller (Chair), The role of attitudes and epistemic beliefs for learning and instruction. Symposium conducted at the meeting of the EARLI 2019, Aachen, Germany.

Georgiou, D., Wiesbeck, A., Seidel, T. (2019, August). Voices from the Frontline: What Teacher Educators Know and Believe about Evidence-Based Teaching. Paper presented at the EARLI 2019, Aachen, Germany.

Kim, M., **Georgiou, D., Seidel, T.** (2019, August). Barriers and Facilitators to the Implementation of Evidence-Based Teaching among Teacher Educators" for conference. Poster presented at the JURE 2019, Aachen, Germany.

Georgiou, D., Mok, SY., Fischer, F., Seidel, T. (2019, February). Evidence-based practice in teacher education: The role of personal domain variables and expertise among teacher educators. Paper presented at the REASON Winter School, Munich, Germany.

2018

Georgiou, D., Mok, SY., Fischer, F., Seidel, T. (2018, September). Implementing evidence into professional action: Teacher educators' knowledge, beliefs and attitudes toward the use of evidence-based practice. In C. Osterhaus (Chair), Reasoning with and about evidence: Contributions from developmental and educational psychology. Symposium conducted at the meeting of the German Psychological Society (DGPs), Frankfurt am Main, Germany.

Georgiou, D., Mok, SY., Wiesbeck, A., Fischer, F., Seidel, T. (2018, October). The Evidence-based teaching scale: Development of an instrument measuring teacher educators' knowledge, beliefs and attitudes toward evidence-based teaching practices. Poster session presented at the meeting of the EARLI SIG 20-26, Argumentation, Dialogue and Reasoning, Jerusalem, Israel.

Georgiou, D., Mok, SY., Wiesbeck, A., Fischer, F., Seidel, T. (2018, June). The research-practice gap: Teacher educators' knowledge, beliefs, and attitudes toward the use of evidence-based teaching. Poster session presented at the meeting of the EARLI SIG 11, Teaching and Teacher Education, Kristiansand, Norway.

Georgiou, D., Mok, SY., Fischer, F., Seidel, T. (2018, February). Evidence-based teaching in university: Knowledge, beliefs, and attitudes of teacher educators. Paper presented at the meeting of the Society for Empirical Educational Research (GEBF), Basel, Switzerland.

II. Journal Articles (peer-reviewed)

2017

Ioannidou, O., **Georgiou, D.**, Obersteiner, A., Bas, N. D., & Mieslinger, C. (2017). Do Prospective Teachers Care about PISA Studies? A Pilot Study among University Students in Germany. *International Education Studies*, 10(5), 26-35.

III. Coming Soon

In Prep

Georgiou, D., Mok, S.Y., Fischer, F., Seidel, T., (in prep). Evidence-Based Teaching in Higher Education: A Quantitative Analysis of German-Speaking Teacher Educators' Knowledge, Beliefs and Attitudes.

Georgiou, D., Mok, S.Y., Fischer, F., Vermunt, J. D., Seidel, T., (in prep). Self-Efficacy Beliefs or Practical Knowledge: What matters more in the implementation of evidence-based teaching practices in University teaching?