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SCIENTIFIC WORKS

PART 3

**INTERNATIONAL CONFERENCES,
SYMPOSIA AND SEMINARS**

DECEMBER 2022

PART 3. INTERNATIONAL CONFERENCES, SYMPOSIA AND SEMINARS

NOTE: A star before the number of a paper denotes that the work has been published (in lengthened/improved form) in an international journal (see Part 1). A star after an author's name denotes the presenter of the paper.

INVITED SPEAKER (PLENARY OR KEY-NOTE SPEAKER) AT INTERNATIONAL CONFERENCES

***1. The 1994 Dortmund International Symposium on Science Education**

(see also Part 2, B.2). Blocking mechanisms in problem solving from the Pascual-Leone's M-space perspective. G. Tsaparlis, in Proceedings of the 1994 International Symposium "Problem Solving and Misconceptions in Chemistry and Physics" (H.-J. Schmidt, ed.), pp. 211-226. The International Council of Association for Science Education (ICASE) (Invited participation/article).

2. 4th European Conferences on Research in Chemical Education (4th ECRICE), University of York, York, England, UK, 1997.

Book of Abstracts

Problem solving in chemistry revisited. G. Tsaparlis,* Invited Plenary Lecture. Full text: Book of Abstracts, pp. 7-12.

3. Science Education Seminar / University of Joensuu, Joensuu, Finland, 2000

(see also Part 2, B.3). Problem solving in chemistry in science education. (Text of invited plenary lecture at a science education seminar at the University of Joensuu, Joensuu, Finland.) G. Tsaparlis,* In Research on mathematics and science education, M. Ahtee et al. (eds.), pp. 67-87. University of Jyväskylä, Finland: Institute for Educational Research.

4. 2002 Variety in Chemistry Teaching Conference (University of Keele, Aγγλία)

Globalisation in chemistry education research and practice: A reality or a utopian dream? Invited plenary lecture (CERG Lecture)

5. 2nd Aegean Physical Chemistry Days. Ayvalik, Turkey, 7-9 October 2004.

Participation as invited plenary speaker: What science education has to say to teaching physical chemistry at university.

6. 1st EUROVARIETY CONFERENCE. University of Crakow, Poland, 2005.

Transforming undergraduate education in chemistry for preparing secondary-level teachers: the need for a close collaboration of faculty in science and science education.

7. NATIONAL MEETING OF THE AMERICAN CHEMICAL SOCIETY, Washington, DC.,

2005 Tsaparlis, G. Towards maturation of European chemistry education research and practice, Invited contribution to symposium "Chemistry Education In Europe", P.E. Childs & M. Z. Hoffman, Organizers.

8. 41st IUPAC WORLD CONFERENCE, 2007, Torino, Italy.

Tsaparlis, G. Problem solving as a higher-order cognitive skill and the role of psychometric factors - the case of chemistry and physical chemistry (Invited Key-Note presentation).

9. 9th ECRICE/2nd ECCE, Istanbul, Turkey, 6-9 July 2008

Tsaparlis, G. The laboratory in chemical education and its role in the linking of the macro with the submicro levels of chemistry . (Invited Plenary Lecture)

10. 12th ECRICE, Jyväskylä, Finland, 6-10 July 2014

Tsaparlis G. First and second thoughts about teaching secondary chemistry. Invited plenary key-note presentation. In "Hans Jürgen Schmidt Memorial Symposium" (Chaired by Ingo Eilks).

11. 4th National (Turkish) Conference of Chemistry Education (IV Ulusal Kimya Eğitimi Kongresi. Ayvalik, Turkey, 2015

Tsaparlis G. Problems and Solutions in Chemistry Education. (Invited Plenary Lecture)

12. 7th EUROVARIETY CONFERENCE (European Variety in University Chemistry Education), University of Belgrade, Belgrade, Serbia, 2017

Science problem solving and other higher-order thinking tasks: the role of selective cognitive variables. G. Tsaparlis, invited keynote lecture. Book of Abstracts, KN-3, pp. 20-21.

13. SCUOLA DI RICERCA EDUCATIVA E DIDATTICA CHIMICA "ULDERICO SEGRE" XIV edizione, 16-25 novembre 2022

The Nernst Equation in Equilibrium Electrochemistry: Content and Didactic Methodology (Pedagogic Content Knowledge). G. Tsaparlis, Invited plenary distant presentation through the Teams platform. 16 November, 2022.

EUROPEAN CONFERENCES ON RESEARCH IN CHEMICAL EDUCATION (ECRICE)

1st ECRICE, University of Montpellier, Montpellier, France, 1992

(Actes/Proceedings 1st ECRICE: *Le Bulletin du CIFEC*, Numero: Hors Serie, 1993, Centre International Francophone pour l' Education en Chimie, Montpellier, France.)

C.1. Orbitales atomiques et conceptions pertinentes: Idées fausses des étudiants de chimie. G. Tsaparlis, Vol. 2, pp, 212-216. (poster)

2nd ECRICE, Pisa, Italy, 1993

Proceedings, A. Bargellini & P.E. Todesco (eds.). *Universita degli Studi di Pisa*.

C.2. A longitudinal comparison of constructivist and meaningful receptive teaching of lower high school chemistry. G. Tsaparlis & E. Zarotiadou*, pp. 333-338. (poster)

C.3. Using analogies with a strong social content in chemistry teaching. Effects on learning and on the attitude of students. G. Tsaparlis & P. Sarantopoulos*, pp. 339-344. (poster)

C.4 Improvement of chemistry teaching, using suggestions from developmental psychology. G. Tsaparlis & Georgiadou*, pp. 345-350, Pisa, Italy: *Universita degli Studi di Pisa*. (poster)

C.5. The hierarchical method of teaching descriptive chemistry: An experimental study and the attitude of students. G. Tsaparlis & V. Angelopoloulos*, pp. 351- 356. (poster)

C.6 A three-cycle method of teaching beginning high school chemistry students, based on the macro, the representational and the sub-micro levels of chemistry. G. Tsaparlis & A. Georgiadou*, pp. 357-362. (poster)

3rd ECRICE, Lublin & Kazimierz, Poland, 1995

Proceedings, R.M. Janiuk (eds.), *Poland: Maria Curie-Sklodowska University*.

C.7. The take-home, open-book examination as a means of promoting student participation and collaboration in a university course. G. Tsaparlis & U. Zoller, pp. 87-91.

C.8. The Johnstone - El-Banna model of problem solving: Necessary conditions for its successful application. G. Tsaparlis, pp. 300-304. (poster)

C.9. Manipulation of logical structure and of M-demand of molecular-equilibrium problems. G. Tsaparlis & M. Kousathana, pp. 305-308. (poster)

C.10. Students' common errors and misconceptions in solving molecular-equilibrium problems. G. Tsaparlis & M. Kousathana, pp. 309-313. (poster)

C.11. A comparative study of logical and rote methods of solving stoichiometry problems in lower high school. E. Zarotiadou,* A. Georgiadou,* & G. Tsaparlis,* pp. 314-317. (poster)

C.12. Explanation in descriptive chemistry: Students' views on its contribution to learning. G. Tsaparlis* & V. Angelopoulos,* pp. 318- 321. (poster)

C.13. Analogies in chemistry teaching: Effect of students' cognitive level. G. Tsaparlis & P. Sarantopoulos,* pp. 322-327. (poster)

C.14. The recapitulating revision's effect on the retention of chemical knowledge. An experience from the Greek lower high school. A. Georgiadou,* E. Zarotiadou,* & G. Tsaparlis,* pp. 327-330. (poster)

4th ECRICE, University of York, York, England, UK, 1997

Book of Abstracts

- C.15. Problem solving in chemistry revisited. G. Tsaparlis,* Invited Plenary Lecture.
Full text: *Book of Abstracts*, pp. 7-12.
- *C.16. The use of examinations for the evaluation of examinations: An example from chemistry. G. Tsaparlis,* E. Zarotiadou, & U. Zoller, p. 61.
- *C.17. College students' self assessment in HOCS and LOCS chemistry examinations - An action oriented research. U. Zoller,* M. Fatsow, A. Lubezky, & G. Tsaparlis, p. 64.

5th ECRICE, University of Ioannina, Greece, 1999

(A PEER-REVIEWED CONFERENCE / Organiser: G. Tsaparlis)

Book of Abstracts, G. Tsaparlis (ed.)

- *C.18. Teaching lower-secondary chemistry with a Piagetian constructivist and an Ausbelian meaningful-receptive method: A longitudinal comparison. E. Zarotiadou* & G. Tsaparlis, p. 34.
- *C.19. Chemistry teaching in lower secondary school with methods based on: a) psychological theories; b) the macro, representational and sub-micro levels of chemistry. A. Georgiadiou & G. Tsaparlis, p. 35.
- *C.20. Non-linear analysis of the effect of working-memory capacity on organic-synthesis problem solving. D. Stamovlasis* & G. Tsaparlis, p. 71.
- *C.21. The states-of-matter approach (SOMA) to introductory chemistry. G. Tsaparlis,* p. 102.
- *C.22. An integrated physical-science (physics and chemistry) introduction for lower-secondary level (grade 7). G. Tsaparlis* & K. Kampourakis, p. 103.
- *C.23 'Chemical Education and New Educational Technologies': An inter-university program for graduate studies. C. Tzougraki,* M.P. Sigalas, G. Tsaparlis, & N. Spyrelis, p. 107.

6th ECRICE/2nd ECCE, University of Aveiro, Portugal, 2001

(A PEER-REVIEWED CONFERENCE)

Proceedings (in CD-ROM), A.F. Cachapuz (ed.)

- * C.24. The effect of three cognitive variables on organic synthesis problem solving: A non-linear approach. D. Stamovlasis & G. Tsaparlis
- * C.25. Chemical phenomena versus chemical reactions: Patterns of students' thinking. G. Tsaparlis.
- * C.26. A preliminary study of the effect of a practical activity on problem solving in chemistry. K. Kampourakis & G. Tsaparlis.

8th ECRICE/2nd ECCE, Eötvös Loránd University, Budapest, Hungary, 2006

- C.27. Contribution of the electronic journal Chemistry Education Research and Practice to the maturation of European chemistry education research and practice. G. Tsaparlis.
- *C.28. University chemistry students' alternative ideas about atomic orbitals, molecular orbitals, and hybridization. C. Stefani* & G. Tsaparlis.

9th ECRICE/2nd ECCE, Istanbul, Turkey, 2008

- C.29. The laboratory in chemical education and its role in the linking of the macro with the submicro levels of chemistry . G. Tsaparlis (Invited Plenary Lecture)

- C.30. The European Project *PARSEL*: Popularity And Relevance Of Science Education For scientific Literacy. G. Tsaparlis and the *PARSEL* team (Oral plenary presentation)
- C.31. 'Hydroxyl group' (-OH) and 'hydroxide ion' (OH⁻): Two chemical species and terms with problematic usage by teachers and students. P. Palamitzoglou & G. Tsaparlis (poster presentation)
- C.32. Publishing in Chemistry Education Research and Practice. G. Tsaparlis* & S. Breuer* (workshop)

10th ECRICE, Krakow, Poland, 2010

- C.33. The States-Of-Matter Approach (SOMA) to Introductory upper secondary chemistry: a textbook and its evaluation by teachers. G. Tsaparlis* & E. Pyrgas.
- C.34. Basic quantum chemistry concepts on the Ausubel continuum of rote and meaningful learning: a concept map analysis of a qualitative study with beginning college chemistry students. G. Tsaparlis* & Ch. Stefani.
- C.35. An introductory chemistry course for lower-secondary school (grade 7th or 8th) – Teaching the concept of molecule using constructivist and meaningful-learning methodology. G. Tsaparlis,* D. Kolioulis, & C. Kampourakis.
- C.36. Publishing in Chemical Education Journals: the Journal of Chemical Education (JCE) and Chemistry Education Research and Practice (CERP). N. Pienta, Editor (JCE) & G. Tsaparlis, Joint-Editor (CERP) (Workshop)

11th ECRICE / 22th ICCE, Rome, Italy, 2012

- C.37. How knowledge about intra- and inter-molecular bonding is organized in general chemistry textbooks . G. Tsaparlis* & E. T. Pappa
(Part of *SYMPOSIUM: Teaching and learning chemical bonding concepts*,
Chairs: Georgios Tsaparlis, Greece, Rachel Mamlok-Naaman, Israel.)
- C.38. Problem solving in third-level electrochemistry, G. Tsaparlis* & V. Exarchou
- C.39. Comparative evaluation of junior high-school chemistry textbooks: the role of science education. G. Tsaparlis,* G. Tsoulos, & C. Kampourakis
- C.40. Relevant and popular lessons and scientific literacy: application of modules from the European project *PARSEL*. G. Tsaparlis* & E. Nakou

12th ECRICE, Jyväskylä, Finland, 6-10 July 2014

- C.41. First and second thoughts about teaching secondary chemistry. G. Tsaparlis, invited plenary key-note presentation, In "Hans Jürgen Schmidt Memorial Symposium" (Chaired by Ingo Eilks).
- *C.42. "The CERP Themed Issue on Physical Chemistry Education". G. Tsaparlis* and O. E. Finlayson.

14th ECRICE, Warsaw, Poland, 2-6 September 2018

- C.43. The concept of chemical reaction in lower secondary-school chemistry. G. Pantazi* & G. Tsaparlis, Book of Abstracts, p. 10.
- C. 44. Alex Jonstone's stars to steer by in chemistry education. G. Tsaparlis.* Introduction to "*Symposium in memory of professor Alex H. Johnstone*". Organizer: G. Tsaparlis. Book of Abstracts, p. 29.
- C.45. Room for thought about chemistry education. G. Tsaparlis.* In "*Symposium in memory of professor Alex H. Johnstone*". Organizer: G. Tsaparlis. Book of Abstracts, p. 33.

PEER-REVIEWED CONFERENCES OF THE EUROPEAN SCIENCE EDUCATION RESEARCH ASSOCIATION (ESERA)

2nd ESERA Conference, University of Kiel, Kiel, Germany

Proceedings, R. Duit et al. (eds.)

C.46. A working-memory random walk for analysing problem-solving data: The case of organic-synthesis problems. G. Tsaparlis & D. Stamovlasis, *Proceedings, Volume 1*, pp. 226-228.

3rd ESERA Conference, Aristotle University Thessaloniki, Thessaloniki, Greece

Proceedings, Vol. I, D. Psillos, et al. (eds.)

SYMPOSIUM: HOCS-Promoting Problem Solving in Science Education: A Feasible Reality?

Organiser: G. Tsaparlis, Co-organiser: U. Zoller

• Overview, p. 178.

C.47. Nonlinear analysis of effect of working memory capacity on student performance in problem solving: The case of chemical equilibrium problems. D. Stamovlasis, & G. Tsaparlis, pp. 188-190.

*C.48. (see also B4.26). Can practical activities enhance problem-solving capacity in science? K. Kampourakis & G. Tsaparlis, pp. 182-184.

3rd ESERA Conference, University Thessaloniki, Thessaloniki, Greece

Proceedings, Vol. II, D. Psillos, et al. (eds.)

C.49. The development of students understanding of water as a solvent. A. Kouka, S. Vosniadou, & G. Tsaparlis,* pp. 486-488.

C.50. (see also B4.25). Chemical phenomena and chemical reactions: Do students make the connection? G. Tsaparlis, pp. 671-673.

4th ESERA Conference, Noordwijkerhout, The Netherlands

Programme and Proceedings, are available at the following Internet address:
<http://www1.phys.uu.nl/esera2003>

C.51. Collaborative learning for understanding basic concepts in gymnasium physics: An empirical research. A. Dimos, D. Stamovlasis, & G. Tsaparlis. Available at the following Internet address:
<http://www1.phys.uu.nl/esera2003/programme/pdf/311S.pdf>

6th ESERA Conference, Malmo, Sweden, 2007.

C.52. Students' models about basic quantum chemistry concepts. G. Tsaparlis & C. Stefani.

7th ESERA Conference, Istanbul, Turkey, 2009.

C.53. Student understanding of ionic bonding in three countries: molecular versus electrostatic thinking. C. Nakiboglu,* G. Tsaparlis, K. S. Taber.

8th ESERA Conference, Lyon, France, 2011.

Full papers in: Catherine Bruguière, Andrée Tiberghien, Pierre Clément (Eds.) (2012). *Science Learning and Citizenship (Proceedings of ESERA 2011)* Proceedings of the ESERA 2011 Conference. ISBN 978-9963-700-44-8
<http://www.esera.org/publications/esera-conference-proceedings/>

- C.54. Comparative evaluation of lower-secondary physics textbooks: the role of science education. G. Tsaparlis*, G. Tsoulos, & C. Kampourakis. *E-book Proceedings: (Strand 4)*
- C.55. Ordering types of intra- and inter-molecular bonding: the case of general chemistry textbooks. G. Tsaparlis* & E. T. Pappa. *E-book Proceedings (Strand 3)*
- C.56. The States-Of-Matter-Approach (SOMA) to high school chemistry: textbook and evaluation by teachers. G. Tsaparlis* & E. Pyrgas. *E-book Proceedings (Strand 4)*

9th ESERA Conference, Nicosia, Cyprus, 2013

Full papers in: C. P. Constantinou, N. Papadouris & A. Hadjigeorgiou (Eds.), (Eds.). (2014). *E-Book Proceedings of the ESERA 2013 Conference: Science education research for evidence-based teaching and coherence in learning*. Nicosia, Cyprus: European Science Education Research Association (ESERA). ISBN: 978-9963-700-77-6

<http://www.esera.org/publications/esera-conference-proceedings/>

- C.57. Invited CERP Symposium: The contribution of the journal *Chemistry Education Research and Practice* to resolving the complex nature of teaching and learning chemistry. G. Tsaparlis* (organizer) and D. F. Treagust* (discussant) (2014). Part 2. (Co-ed.: J. Lavonen and A. Zeyer)
- C.58. Student high ability and achievement in science problem solving and other higher-order thinking tasks: the role of selective psychometric variables. G. Tsaparlis & D. Stamovlasis*. Part 2. (Co-editors: J. Lavonen and A. Zeyer)
- C.59. Teaching and learning university electrochemistry problems: Effect of student practice in problem solving on student achievement. G. Tsaparlis* & E. Pappa (2014). Part 3, (Co-ed.: A. Tiberghien and E. Kyza)
- C.60. Application of chemistry modules from the PARSEL project: Effectiveness and comparison with traditional teaching, G. Tsaparlis* & A. Anastasiou (2014), Part 5: (Co-ed.: D. Psillos and N. Papadouris)

10th ESERA Conference, Helsinki, Finland, 2015

C.61. Intramolecular (covalent and ionic) chemical bonding at 10th grade: Student misconceptions and difficulties about and the differences and the similarities between the two types of bonding and the continuity of the bonds. G. Tsaparlis & E. T. Pappa.*

11th ESERA Conference, Dublin, Ireland, 2017

Full papers in: *E-Book Proceedings of the ESERA 2017 Conference*

<http://www.esera.org/publications/esera-conference-proceedings/>

C.62. Images and hyperlinks in the Greek lower-secondary chemistry e-books. G. Pantazi* & Tsaparlis G. Part 1: Strand 1 (eds. O. Finlayson & R. Pinto), pp. 73-81.

OTHER INTERNATIONAL CONFERENCES, SYMPOSIA, AND SEMINARS

The 1994 Dortmund International Symposium on Science Education

*C.63. (see also B.1.2). Blocking mechanisms in problem solving from the Pascual-Leone's M-space perspective. G. Tsaparlis, in Proceedings of the 1994 International Symposium "Problem Solving and Misconceptions in Chemistry and Physics" (H.-J. Schmidt, ed.), pp. 211-226. The International Council of Association for Science Education (ICASE) (Invited participation/article).

7th European Conference for Research on Learning and Instruction (EARLI), Athens, Greece, 1997.

ABSTRACTS, S. Vosniadou et al. (eds.)

C.64. Effect of developmental level, working-memory capacity, mental capacity, and disembedding ability on problem solving in science. G. Tsaparlis, p. 272. (poster)

C.65. Water in chemical education: Concepts, misconceptions, and difficulties in understanding. A. Kouka,* S. Vosniadou, & G. Tsaparlis, p. 301-302. (poster)

Science Education Seminar / University of Joensuu, Joensuu, Finland, 2000

C.66. Problem solving in chemistry in science education. (Text of invited plenary lecture at a science education seminar at the University of Joensuu, Joensuu, Finland.) G. Tsaparlis,* In Research on mathematics and science education, M. Ahtee et al. (eds.), pp. 67-87. University of Jyväskylä, Finland: Institute for Educational Research.

9th International Conference for Chaos Theory in Psychology and Life Sciences (Berkeley University, California, Usa, 1999

C.67. Application of complexity theory to an information-processing model in science education. D. Stamovlasis & G. Tsaparlis, *Book of Abstracts*.

2002 Variety in Chemistry Teaching Conference (University of Keele, Aγγλία)

*C.68. Globalisation in chemistry education research and practice: A reality or a utopian dream? Invited plenary lecture (CERG Lecture)
(The full text has been published at:
www.rsc.org/lap/rsccom/dab/educ002.htm) (See also: B.3.3)

18th International Conference on Chemical Education (18th ICCE).

C.69, C.70, C.71

(Organisers: IUPAC & Turkish Chemical Society) **Istanbul, Turkey, 3-9 August 2004.**
Participation with three (3) oral announcements

2nd Aegean Physical Chemistry Days. Ayvalik, Turkey, 7-9 October 2004.

C.72. What science education has to say to the teaching physical chemistry at university (invited plenary talk)

1st EUROVARIETY CONFERENCE. University of Crakow, Crakow, Poland, 2005.

C.73. Transforming undergraduate education in chemistry for preparing secondary-level teachers: the need for a close collaboration of faculty in science and science education. G. Tsaparlis (Invited plenary lecture)

C.74. Problem solving in university chemistry education: A review of research with emphasis on the role of psychometric factors. G. Tsaparlis.

7th EUROVARIETY CONFERENCE (European Variety in University Chemistry Education), University of Belgrade, Belgrade, Serbia, 2017

C.75. Science problem solving and other higher-order thinking tasks: the role of selective cognitive variables. G. Tsaparlis, invited keynote lecture. Book of Abstracts, KN-3, pp. 20-21.

C.76. Adding a project-based component to a conventional physical chemistry laboratory, G. Tsaparlis* & G. Pantazi, Book of Abstracts, OC-11, pp. 41-42.

9th EUROVARIETY (VIRTUAL) CONFERENCE (European Variety in University Chemistry Education), University of Ljubljana, Ljubljana, Slovenia, 2021

C.77. Teaching and learning chemical kinetics as part of a physical chemistry course to chemistry majors. G. Tsaparlis*, C. Stroumpouli. eBook of Abstracts, p. 20

C.78. Using Static Colored Visual Representations of Chemical Bonding: An Analysis of Students' Responses Using the SOLO Taxonomy. G. Tsaparlis, G. Pantazi, E. T. Pappa, and B. Byers. eBook of Abstracts, p. 22.

C.79. Problems and Problem Solving in Chemistry Education, G. Tsaparlis, eBook of Abstracts, p. 30.

C.80. Are Industrial Foods always Good for a Healthy Diet? C. Piperidi,* A. Kontogianni, K. Akrida-Demertzi, and G. Tsaparlis. eBook of Abstracts, p. 86.

C.81. Chemistry students' knowledge and awareness about basic food constituents, their features and role. C. Piperidi,* K. Akrida-Demertzi, P. G. Demertzis, and G. Tsaparlis. eBook of Abstracts, p. 91.

4th European symposium on conceptual change Delphi, Greece, 2004.

*C.82. Relation between formal reasoning and conceptual understanding. M. Kousathana, M. Demerouti and G. Tsaparlis.

NATIONAL MEETING OF THE AMERICAN CHEMICAL SOCIETY, Washington, DC. 2005

C.83. Towards maturation of European chemistry education research and practice, G. Tsaparlis. Invited contribution to symposium "Chemistry Education in Europe", P.E. Childs & M. Z. Hoffman, Organisers.

41st IUPAC WORLD CONFERENCE, 2007, Torino, Italy.

C.84. Problem solving as a higher-order cognitive skill and the role of psychometric factors - the case of chemistry and physical chemistry. G. Tsaparlis. Invited Key-note presentation.

XIII IOSTE Symposium "The use of science and technology education for peace and sustainable development", 21-26 September 2008, Izmir, Turkey

C.85. PARSEL and The States-Of-Matter Approach to Introductory Chemistry (SOMA). G. Tsaparlis and the PARSEL team. (Part of mini-symposium.)

National Association for Research in Science Teaching (NARST) 2009 Conference. Los Angeles, California, USA, 2009

C.86. Scientific literacy, nuclear physics, peace, and sustainable development. G. Tsaparlis,* & S. Hartzavalos. Oral Presentation. *Book of Abstracts*.

National Association for Research in Science Teaching (NARST) 2010 Conference. Philadelphia, Pennsylvania, USA, 2010

C.87. The Particulate Model of Matter – An Instructional Challenge for Primary Education (Sixth Grade). G. Tsaparlis* & P. Dalaouti. Oral Presentation. *Book of Abstracts* (on CD).

C.88. Introducing an Elementary Atomic Model to Primary Education (Sixth Grade) – Maintaining the Particulate Perspective, but also Introducing the Concept of Electron Cloud. G. Tsaparlis* & P. Dalaouti. Poster Presentation. *Book of Abstracts* (on CD).

C.89. Beginning chemistry college students notions of basic quantum chemistry concepts: a qualitative study with concept mapping as qualitative and quantitative analytic tool. Ch. Stefani & G. Tsaparlis*. Poster Presentation. *Book of Abstracts* (on CD).

4th National (Turkish) Conference of Chemistry Education (IV Ulusal Kimya Eğitimi Kongresi. Ayvalik, Turkey, 2015

C.90. Problems and Solutions in Chemistry Education. G. Tsaparlis, Invited Plenary Lecture.

ISCAR 2019 Regional Conference. (Theme: Crisis on Context). Ioannina, Greece, 2019

C.91. Industrial foods and healthy diet: Do they go together? C. Piperidi,* A. Kontogianni, K. Akrida-Demertzi, G. Tsaparlis.

11th International Conference on Instrumental Methods of Analysis (IMA). Ioannina, Greece, 2019.

C.92. Chemistry students' knowledge and awareness about basic food constituents, their features and role. C. Piperidi,* K. Akrida-Demertzi, P. G. Demertzi, G. Tsaparlis.

SCUOLA DI RICERCA EDUCATIVA E DIDATTICA CHIMICA “ULDERICO SEGRE” XIV edizione, 16-25 novembre 2022

C.93. The Nernst Equation in Equilibrium Electrochemistry: Content and Didactic Methodology (Pedagogic Content Knowledge). G. Tsaparlis, Invited plenary distant presentation through the Teams platform. 16 November, 2022.