

**Dr María Victoria Soulé**  
**Curriculum Vitae**

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## 1. Contact information

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Work Address	Kitiou Kyprianou 69, Limassol, 3036, Cyprus

## 2. Education

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<b>Ph.D.</b>	<b>Universidad Nacional de Educación a Distancia – UNED,</b> Madrid, Spain Spanish Linguistics/ Second Language Acquisition Advisor: Professor María Luz Gutiérrez Araus Committee: Professor Agustín Vera Luján, Professor José Antonio Samper Padilla, Dr. Clara Eugenia Hernández Cabrera Dissertation: <i>The Expression of Temporality in Narratives of South Korean Learners of Spanish L2.</i> Suma Cum Laude and Extraordinary Doctoral Prize ( <i>Premio Extraordinario de Doctorado</i> )	2014
<b>PGCert</b>	<b>Universidad Complutense de Madrid, Spain</b> Postgraduate Certificate in Teaching Business Spanish	2012
<b>M.Phil. (DEA)</b>	<b>Universidad Nacional de Educación a Distancia – UNED,</b> Madrid, Spain Spanish Linguistics/ Second Language Acquisition Advisor: Professor María Luz Gutiérrez Araus Thesis: <i>Distribution of Preterit and Imperfect Tense in Narratives of Greek- Cypriot learners of Spanish L2.</i>	2011
<b>M.A.</b>	<b>Universidad Complutense de Madrid, Madrid, Spain</b> Teaching Spanish as a Foreign Language. Thesis: <i>Contrastive Analysis of the French and Spanish Article System.</i>	2007
<b>B.A.</b>	<b>Universidad de Barcelona, Barcelona, Spain</b> Classical Studies.	2006
<b>B.A.</b>	<b>Universidad de Buenos Aires, Buenos Aires, Argentina</b> Modern Literature and General Linguistics: with focus on Spanish Language and Literature (Latin American and Spanish Golden Age)	1998- 2001

### 3. Employment history

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- 09/2022 – 08/2023 **Postdoctoral Researcher**, Cyprus University of Technology, Department of Multimedia and Graphic studies
- 09/2016 - present **Special Scientist – Spanish Language**, Cyprus University of Technology, Language Centre, Limassol, Cyprus.
- 11/2015 - present **Researcher**, Cyprus University of Technology, Language Centre, Limassol, Cyprus.
- 03/2015 - 06/2015 **Postdoctoral Fellow**, UNAM (Universidad Nacional Autónoma de México), Centro de Enseñanza para Extranjeros, Ciudad de México, México.
- 02/ 2013 - 03/2015 **Assistant Professor**, Hankuk University of Foreign Studies, Spanish Department and Graduate School of International and Area Studies, Seoul, South Korea.
- 02/ 2011 - 01/2013 **Lecturer**, Hankuk University of Foreign Studies, Spanish Department and Graduate School of International and Area Studies, Seoul, South Korea.
- 09/2010 - 01/2011 **Part-time Lecturer**, Bromley Adult Education College, London, UK.
- 09/2008 – 07/2010 **Spanish Teacher**, Pascal Greek School, Limassol, Cyprus.
- 04/2007- 06/2007 **Spanish Instructor (Internship)**, Universidad Complutense de Madrid, Spain.

## 4. Teaching overview and Master Thesis supervision overview

### 4.2. Undergraduate programmes

University	Period	Programme	Course Title	Course description	Teaching hours/week
<b>Cyprus University of Technology (CUT)</b>	Fall 2016 - Present	Elective courses for <a href="#">CUT Schools</a>	Spanish1.1	<a href="#">LCE 630</a>	4
			Spanish 1.2	<a href="#">LCE 630</a>	4
			Spanish 2	<a href="#">LCE 631</a>	4
<b>Hankuk University of Foreign Studies (HUFS)</b>	Spring 2011 - Fall 2014	Spanish Department <a href="#">BA</a>	Elementary Spanish (1)	<a href="#">A05111</a>	4
			Elementary Spanish (2)	<a href="#">A05112</a>	4
	Intermediate Spanish Conversation (1)		<a href="#">A05239</a>	4	
	Intermediate Spanish Conversation (2)		<a href="#">A05240</a>	4	
	Advanced Spanish Conversation (1)		<a href="#">A05385</a>	4	
	Advanced Spanish Conversation (2)		<a href="#">A05386</a>	4	
	Advanced Spanish Composition (1)		<a href="#">A05383</a>	4	
	Seminar for Freshmen			1	
	Seminar for Career Path Design			1	
	Seminar for Developing Career Path			1	

<b>Universidad Complutense de Madrid</b>	Spring 2007	Program in Spanish as Foreign Language (Internship)	Elementary Spanish Grammar	5
			Elementary Spanish Composition	5
			Elementary Spanish Conversation	5

#### 4.1. Graduate programmes

University	Period	Programme	Course Title	Course description	Teaching hours/week
Hankuk University of Foreign Studies (HUFS)	Spring 2014	MA Graduate School of Spanish Linguistics and Literature	Actual Spanish Studies on Tense and Aspect	<a href="#">G06618</a>	3
	Spring 2013	MA Graduate School of Spanish Linguistics and Literature	Spanish Pragmatics	<a href="#">G06721</a>	3
	Spring 2012	MA Spanish Department	Supervision of graduate students from Universidad Antonio de Nebrija, Spain, while completing their teaching practicums at HUFS		3
	Fall 2011	MA Graduate School of International and Area Studies	Spanish III		3
	Spring 2011	MA Graduate School of International and Area Studies	Spanish II		3

### 4.3. Master Thesis supervision

**MSc Interaction Design offered by the Cyprus University of Technology & Tallinn University** <https://www.idmaster.eu/>

- Giles Thomas Martin (2022 – 2023)  
Thesis: *in progress on the topic of “speculative and educational design”.*
- Swaralipi Roy Chowdhury Samanta (2021 – 2022)  
Thesis: *How does interactive online learning environment increase engagement and retention of students of primary education who are first generation learners and were out of school due to covid-19 pandemic in West Bengal, India?*
- Özge Öztürk (2021 – 2022)  
Thesis: *A critical look at sources of knowledge as design resource: informing designs in complex industries.* Co-supervised with Dr Panagiotis Kosma.

## 5. Research interests

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- The nature of study and residence abroad in relation to linguistic factors impacting language development.
- Internationalisation at Home
- Second Language Identity and Plurilingualism.
- Spanish Second Language Acquisition. The analysis of morphological, syntactic and discursive knowledge of tense and aspect among adult second language (L2) learners.
- Classroom-based research: The use of Technology Enhanced-Learning (TEL) and Computer Assisted Language Learning (CALL).

## 6. Publications

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### Single-authored books

1. **Soulé, M. V.** (2012) *La determinación en francés y en español. Análisis contrastivo aplicado a la enseñanza de ELE.* Berlín: Editorial Académica Española (EAE).

### Co-authored books

1. **Soulé, M. V.** & Svanas, Ch. (2017). *ELE para niños. Propuestas lúdicas para llevar al aula*. Berlín: Editorial Académica Española (EAE).
2. Cho, G., Kim, K., Gómez Michel, G. & **Soulé, M. V.** (2014) 스페인어회화 I / *Spanish Conversation I*, Seoul: Korean Ministry of Education, Science and Technology.
3. Kim, K., Kim, H. S. & **Soulé, M. V.** (감 수) (2013) *Gramática del Español para Estudiantes Universitarios*. Seoul: HUINE.
4. Kim, K., Kim, H.S., Yang, S., & **Soulé, M. V.** (감 수) (2013) *Gramática de Español de Nivel Intermedio*. Seoul: HUINE.

### Book Chapters

1. Marinov, S., **Soulé, M. V.** & Cots, J. M. (2021). The role of context in shaping plurilingual identity: The case of non-language majors studying abroad. In Mitchell, R. & Tyne, H. (eds.), *Language and mobility: Study abroad in the contemporary European context*, pp 189-206. Oxfordshire: Routledge. DOI: <https://doi.org/10.4324/9781003087953>
2. **Soulé, M. V.** (2021). Students' attitudes towards digital artefact creation through collaborative writing: The case of a Spanish for Specific Purposes class. In E. Kakoulli-Constantinou, S. Papadima-Sophocleous & C. N. Giannikas, (eds.), *Tertiary Education Language Learning: a collection of research*, pp. 47-64. Research-publishing.net. <https://doi.org/10.14705/rpnet.2021.51.1254>
3. **Soulé, M. V.** (2020). Similar but not the same: Differences between the Spanish Preterit/Imperfect and the Greek Aoristos/Paratatikos and their consequences for teaching and learning. In Doa, F., Burston, M., Papadima, S. & Valetopoulos, F. (eds.) *Less Widely Used and Less Taught Languages. Language learners' L1s and languages taught as L2s*, pp. 173-190. Brussels: Peter Lang. DOI: <https://doi.org/10.3726/b16130>
4. **Soulé, M. V.** (2020). Escritura digital: creación de textos multimodales desde un marco construccionista. In Granda, B. (ed.), *Orientaciones didácticas para profesores de ELE*, pp. 157-180. Ciudad de México: UNAM. <http://www.librosoa.unam.mx/xmlui/handle/123456789/3070>
5. **Soulé, M. V.** & Papadima-Sophocleous, S. (2019). Exploring the influence of teachers' education and professional development in Cypriot higher education CALL practices. In C. N. Giannikas, E. Kakoulli Constantinou & S. Papadima-Sophocleous (eds.), *Professional development in CALL: a selection of papers*, pp. 25-37. Research-publishing.net. DOI: <https://doi.org/10.14705/rpnet.2019.28.868>

## Refereed Journal Papers

1. **Soulé, M.V.** & Pérez-Vidal, C. (2021). Advanced learners of Spanish abroad: An exploratory study on the development of past tense morphology. *Study Abroad Research in Second Language Acquisition and International Education*, 6 (2), 245-276.  
<https://doi.org/10.1075/sar.20003.sou>
2. Pammer-Schindler, V., Wild F., Fominykh, M., Ley, T., Perifanou, M., **Soule, M.V.**, Hernández-Leo, D., Kalz, M., Klamma, R. Pedro, L. Santos, C., Glahn, Ch., Economides, A., Parmaxi, P., Prasolova-Førland, E., Gillet, D., Maillet, K. (2020). Interdisciplinary Doctoral Training in Technology-Enhanced Learning in Europe. *Frontiers in Education, section Educational Psychology*, 5: 150. DOI: <https://doi.org/10.3389/feduc.2020.00150>
3. **Soulé, M. V.** (2019). De la narrativa oral a la escrita: análisis del proceso de monitorización en el uso de la morfología verbal por aprendientes de ELE. *Verbum et Lingua*, 13, 6-22.  
[http://www.verbumetlingua.cucsh.udg.mx/articulo/de\\_la\\_narrativa\\_oral\\_a\\_la\\_escrita\\_analisis\\_del\\_proceso\\_de\\_monitorizacion\\_en\\_el\\_uso\\_de\\_la\\_mo](http://www.verbumetlingua.cucsh.udg.mx/articulo/de_la_narrativa_oral_a_la_escrita_analisis_del_proceso_de_monitorizacion_en_el_uso_de_la_mo)
4. **Soulé, M. V.** (2017). Modelos temporales aplicados a la enseñanza del pretérito y copretérito: un estudio centrado en el discurso del aula. *Estudios de Lingüística Aplicada*, 35 (65), 11–36. DOI: <https://doi.org/10.22201/enallt.01852647p.2017.65.725>
5. **Soulé, M. V.** (2015). Problemas en el reconocimiento de las funciones significativas de las formas *canté* y *cantaba* en el discurso inactual de aprendientes de ELE coreanos. *EPOS, Revista de Filología*, 31, 47–60. DOI: <https://doi.org/10.5944/epos.31.2015.17346>
6. **Soulé, M. V.** (2014). La temporalidad de los verbos estativos de sentimiento en el discurso de ELE. *Revista Iberoamericana*, 25 (3), 31 – 49.  
<http://snuilas.snu.ac.kr/iberopdf/snuibero250302.pdf>
7. **Soulé, M. V.** (2014). Variabilidad y sistematicidad en los mecanismos de traslación temporal en el discurso directo e indirecto de aprendientes de ELE coreanos. *Iberoamérica*, 16 (2), 189-215.
8. **Soulé, M. V.** (2012). Aportaciones de la Lingüística Hermenéutica al Análisis del Discurso. *The Korean Journal of Hispanic Studies*, 5 (2), 177– 198.
9. **Soulé, M. V.** (2012). Distribución de los Pretéritos Indefinido e Imperfecto de Indicativo en narraciones de aprendientes de ELE greco-chipriotas, *Biblioteca Virtual RedELE*.  
[http://www.educacion.gob.es/redele/Biblioteca-Virtual/2012/memoria\\_Master/MariaVictoriaSoule.html](http://www.educacion.gob.es/redele/Biblioteca-Virtual/2012/memoria_Master/MariaVictoriaSoule.html)
10. **Soulé, M. V.** (2011). Re-categorización aspectual y cambios semánticos experimentados por los verbos de estado en Pretérito Indefinido. *Revista Iberoamericana*, 22 (2), 167 – 189.  
<http://snuilas.snu.ac.kr/iberopdf/snuibero220207.pdf>



11. **Soulé, M. V.** (2011). Relevancia del aspecto léxico en la didáctica de los pretéritos imperfecto e indefinido. *Estudios Hispánicos*, 59, 233 – 255.

### Journals: Special Issues

1. Journal: **Frontiers in Education**

Forthcoming Special Issue: *Emerging Technologies and Digitalization in Education for Sustainable Development*. (<https://www.frontiersin.org/research-topics/24227/emerging-technologies-and-digitalization-in-education-for-sustainable-development>)

### Guides and Manuals

1. Sundqvist, P. and O’Dowd, R. (leading authors), Afonso, P., Antoniou, S., Björk. G. Bravo, M., Christoforou, M. Cutrim, E., Dooly, M., Fontich, X., Gil, E., Haake, S., Kullick, A., Masats, D., Massler, U., Mesquita, H., Mont, M., Moore, E., Morgado, M., Nicolaou, A., Pais, A., Platz, C., Pratginestòs, C., Reljanovic, M., **Soule, M.V.**, Torres, L., Vallejo, C., Vinagre, M., von Lieres, G., Wärensby, A., & Yu, X. (2022). *The VALIANT Virtual Exchange Manual*. VALIANT Consortium. [https://valiantproject.eu/wp-content/uploads/2022/04/Deliverable-1.1\\_VALIANT.pdf](https://valiantproject.eu/wp-content/uploads/2022/04/Deliverable-1.1_VALIANT.pdf)
2. Fominykh M., Giordano A., Perifanou M., Shikhova E., **Soule M.V.**, Talmo T., and Zhukova D. (2022) *Technologies, Resources, and Practices for Language Teachers: a Toolkit*. DC4LT Consortium. <https://www.dc4lt.eu/>
3. Fominykh M., Kakoulli-Constantinou E., Nicolaou A., Perifanou M., Parmaxi A., **Soule M.V.**, Shikhova E., Talmo T.M., and Zhukova D. (2022) *Language Teacher Trainer Guide on Digital Competences: Practical instructions and advice on how to organize digital competence training for language teachers*. DC4LT Consortium. <https://www.dc4lt.eu/>

### Technical Reports

1. Fominykh M., Didkovsky M., Economides A., Giordano A., Ivanova K., Kakoulli-Constantinou E., Khuzina M., Menis E., Nicolaou A., Parmaxi A., Perifanou M., Shikhova E., **Soulé M.V.**, Talmo T., Windstein E., Zhukova D. (2019). *Digital Competences in Language Education: Teachers’ Perspectives, Employers’ Expectations, and Policy Reflections*. DC4LT Consortium. DOI: 10.13140/RG.2.2.24392.65285 URL: <https://dc4lt.eu/report/>

## Book Review

1. Soulé, M.V. (2021). Review of *Business English 3.0: Hands-on Online and Virtual Collaboration Tasks*, by Ana Sevilla-Pavón and Anna Nicolaou. *The EuroCALL Review*, 29(2), 59-61.  
<https://doi.org/10.4995/eurocall.2021.14857>

## Refereed Conference Publications

1. Parmaxi A., Nicolaou A., Kakoulli Constantinou E., **Soulé M.V.**, Papadima Sophocleous S., Perifanou M. (2021) Learning Theories and Teaching Methodologies for the Design of Training in Digital Competence for Language Teachers: A Narrative Review. In: Zaphiris P., Ioannou A. (eds) *Learning and Collaboration Technologies: New Challenges and Learning Experiences. HCII 2021. Lecture Notes in Computer Science*, vol 12784. Springer, Cham.  
[https://doi.org/10.1007/978-3-030-77889-7\\_9](https://doi.org/10.1007/978-3-030-77889-7_9)
2. Fominykh M., Shikhova E., **Soule M.**, Perifanou M., Zhukova D. (2021) Digital Competence Assessment Survey for Language Teachers. In: Zaphiris P., Ioannou A. (eds) *Learning and Collaboration Technologies: New Challenges and Learning Experiences. HCII 2021. Lecture Notes in Computer Science*, vol 12784. Springer, Cham. [https://doi.org/10.1007/978-3-030-77889-7\\_18](https://doi.org/10.1007/978-3-030-77889-7_18)
3. Talmo, T., **Soulé, M.V.**, Fominyk, M., Giordano, A., Perifanou, M., D'Ambrosio, R., Novozhilova, A., Sukacke, V., & Elçi, A. (2020) Digital competencies for languages teachers: Do employers seek the skills needed from modern language teachers? In Zaphiris P., Ioannou A. (eds) *Learning and Collaboration Technologies. Designing, Developing and Deploying Learning Experiences. HCII 2020. Lecture Notes in Computer Science*, vol 12205. Springer, Cham.  
[https://doi.org/10.1007/978-3-030-50513-4\\_30](https://doi.org/10.1007/978-3-030-50513-4_30)
4. Talmo, T., Fominyk, M., Giordano, **Soulé, M.V.** (2020). Digital Searchlight – A study on digital skills being sought amongst language teachers. In Proceeding for the *INTED2020: 14th International Technology, Education and Development Conference*, pp. 4956-4965. Valencia: iated. doi: [10.21125/inted.2020.1359](https://doi.org/10.21125/inted.2020.1359)
5. **Soulé, M. V.** (2016). El papel de la lengua materna en el uso de la forma *había cantado*: un estudio sobre la producción narrativa de aprendientes de ELE surcoreanos. In: Molina Muñoz, P. J. (ed.), *Researchers in Progress I. Languages in contact: Interconnections and Interferences* (pp. 17-27), Nicosia: Language Centre - University of Cyprus.
6. **Soulé, M. V.** & Granda, B. (2015). ¿Qué gramática aplicar a la distinción imperfecto e indefinido? In P. Muñoz Molina and M. Cuadra Arance (Eds). *Actas de las VII Jornadas de Formación para Profesores de Español en Chipre* (pp. 37-51). Nicosia: Universidad de Chipre.
7. **Soulé, M. V;** Saura, E.A. & LaVita, C. (2015): Integración de destrezas a través de las TICs: el uso de los e-portafolios. *SignosELE*. <http://p3.usal.edu.ar/index.php/elesup>

8. **Soulé, M. V.** (2013). El uso del portafolio oral en las clases de conversación de ELE. *TINKUY*, 19, 77 – 86. [ISSN: 1913 – 0481]  
[http://www.littlm.umontreal.ca/documents/Tinkuy\\_19\\_CEDELEQ\\_IV\\_2013\\_04\\_18.pdf](http://www.littlm.umontreal.ca/documents/Tinkuy_19_CEDELEQ_IV_2013_04_18.pdf)
9. **Soulé, M. V.** (2012). Algunas consideraciones sobre el desarrollo de la competencia conversacional en aprendientes de ELE surcoreanos. Actas del *II Congreso de Español como Lengua Extranjera en Asia – Pacífico*, CELEAP: Instituto Cervantes, 532 – 546.  
[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/publicaciones centros/pdf/manila\\_2011/33\\_aplicaciones\\_13.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones centros/pdf/manila_2011/33_aplicaciones_13.pdf)

## 7. Presentations

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1. Marinov Vranješ, S., **Soulé, M.V.** & Cots, J.M. “Study abroad: an affordance or a constraint in the development of plurilingual identity”. *The 12th International Conference on Third Language Acquisition and Multilingualism*, September 15-17, 2022, Zagreb, Croatia.  
<https://iaml3conference.ffzg.unizg.hr/program/>
2. **Soulé, M.V.**, Nicolaou, A. & Parmaxi, A & Albo, L. “Qualitative Research in Technology Enhanced Learning”. *The Sixteenth EATEL Summer School on Technology Enhanced Learning*. Sani, Halkidiki, Greece, May 21-28, 2022. <https://ea-tel.eu/jtelss22>
3. Nicolaou, A., **Soule, M.V.** & Parmaxi, A. “Qualitative research and data analysis: the use of NVivo.” Learning Development Network. March 30, 2022 (Online) <https://ldn.cut.ac.cy/>
4. **Soulé, M.V.** “Competencias digitales para profesores de ELE: Avances del proyecto DC4LT”. El 12° Simposio Internacional “*La enseñanza del español y la cultura mexicana a extranjeros*”. Propuestas y desafíos para su enseñanza-aprendizaje en el marco de los 100 años del CEPE”, Mexico City, Mexico, October 13-15, 2021 (Online)  
[http://132.248.130.106/cepeprod/simposio/admin/programa\\_completo.php](http://132.248.130.106/cepeprod/simposio/admin/programa_completo.php)
5. **Soulé, M.V.**, Nicolaou, A., & Parmaxi, A. “Qualitative Research in TEL” *Sixteenth European Conference on Technology Enhanced Learning for a Free, Safe, and Sustainable World*. Bozen-Bolzano, Italy, September 20-24, 2021 (Online)
6. **Soule, M.V.**, Stylianou, K., Yerou, Ch., Xerou, E., Tsitsi, Th., Charalambous, A. “The HERO Project: Language Training for migrants’ professional career as caregivers through blended learning”, *EuroCALL 2021 Conference: CALL and Professionalisation*, Cnam and Sorbonne Université, Paris, August 26, 2021. (Online)
7. **Soulé, M.V.**, Nicolaou, A., Parmaxi, A. & Albó, L. “Qualitative Research in Technology-Enhanced Learning”, DETEL Webinars for PhD candidates in Technology-Enhanced

Learning, June 15, 2021 (Online) <https://ea-tel.eu/events/qualitative-research-in-technology-enhanced-learning>

8. **Soulé, M.V.** & Parmaxi, A. “Collaborative learning tools for enhancing language learning”, DC4LT webinar series, March 26, 2021. (Online) <https://www.dc4lt.eu/collaborative-learning-tools-for-enhancing-language-learning/>
9. Perifanou, M., Nicolaou, A., Kakoulli-Constantinou, E., **Soulé, M.V.** “Teachers training models and teaching methodologies in call”, DC4LT webinar series, March 16, 2021. (Online) <https://www.dc4lt.eu/teachers-training-models-and-teaching-methodologies-in-call/>
10. **Soulé, M.V.** & Nicolaou, A. “Organizing Online Training of Digital Competences for Language Teachers”, *14th Edition of the International Conference Innovation in Language Learning*, Florence, Italy, November 13, 2020. (Online)
11. Talmo, T., **Soulé, M.V.**, Fominyk, M., Giordano, A., Perifanou, M., D’Ambrosio, R., Novozhilova, A., Sukacke, V., & Elçi, A.: “Digital competencies for languages teachers: Do employers seek the skills needed from modern language teachers?” Computer Assisted Language Learning session in the *HCI 2020: 22nd International Conference on Human-Computer Interaction*, Copenhagen, Denmark, July 19-24, 2020. (Online)
12. Marinov, S., **Soulé, M. V.** & Cots, J. M.: “Role of context in narratives of plurilingual identity: COST/SAREP findings”. *GURT 2020 Multilingualism: Global South and Global North Perspectives*. Georgetown University, Washington DC, USA, March 13-15, 2020. (Online)
13. **Soulé, M.V.** & Pérez-Vidal, C.: “Does formal instruction make a difference during study abroad? A mixed-method case study on the use of past tense morphology by advanced learners of Spanish”. *New Linguistic and Cognitive Perspectives in Study Abroad Research, COST-SAREP Action Workshop*, Limassol, Cyprus, September 6, 2019.
14. **Soulé, M.V.:** “Del texto al hipertexto: reflexiones sobre la creación de narrativas digitales en ELE.” *X Jornadas Didácticas de Formación de Español como Lengua Extranjera en Chipre*, University of Cyprus, Nicosia, Cyprus, June, 8-9, 2018.
15. Papadima-Sophocleous, S. and **Soulé, M. V.:** “Exploring the influence of teachers’ education and professional development in higher education CALL practices”, *23rd EuroCALL Conference: CALL Communities and Culture*, Cyprus University of Technology, Limassol, Cyprus, August, 24-27, 2016.
16. **Soulé, M.V.:** “The role of learners’ first language in the use of the Spanish pluperfect: A study on the temporal structure of South-Korean learners of Spanish L2 narratives”, *1st LC-UCY Forum of Young Researchers: Languages in Contact: Interconnections and Interferences*, University of Cyprus, Nicosia, Cyprus, June, 1-3, 2016.

17. **Soulé, M.V.:** “De la teoría a la realidad del aula: análisis del proceso de enseñanza de las formas *canté y cantaba*”, *II Festival Internacional de la Cultura, la Lengua y el Ocio*, University of Granada, Granada, Spain, April, 1-3, 2016.
18. **Soulé, M. V. & Granda, B.:** “¿Qué gramática aplicar a la distinción imperfecto e indefinido?”, *VII Jornadas Didácticas de Formación de Español como Lengua Extranjera en Chipre*, University of Cyprus, Nicosia, Cyprus, June, 5-6, 2015.
19. **Soulé, M. V, Saura, E.A. & LaVita, C.:** “Integración de destrezas a través de las TICs: el uso de los e-portafolios”, *III Congreso Internacional del español como L1 y L2*, Universidad del Salvador, Buenos Aires, Argentina, November, 14-15, 2013.
20. **Soulé, M. V.:** “La Teoría de la Procesabilidad y la Hipótesis de la Enseñabilidad: implicaciones para el aula de ELE”, *VIII Congreso Internacional de la Asociación Asiática de Hispanistas*, SISU, Shanghai, China, July 17-19, 2013.
21. **Soulé, M.V.:** “La enseñanza de la distinción Indefinido/ Imperfecto de Indicativo desde una perspectiva discursiva”, *Congreso de la Asociación Coreana de Hispanistas*, University of Korea, Seoul, South Korea, December 15, 2012.
22. **Soulé, M. V.:** “El uso del portafolio oral en las clases de conversación de ELE”, *IV Coloquio Internacional de Español Lengua Extranjera en Quebec (CEDELEQ)*, University of Montreal, Montreal, Canada, May 5, 2012.  
[http://www.cre.umontreal.ca/CEDELEQ/documents/CEDELEQ\\_4\\_Resumenes.pdf](http://www.cre.umontreal.ca/CEDELEQ/documents/CEDELEQ_4_Resumenes.pdf)
23. **Soulé, M. V.:** “Algunas consideraciones sobre el desarrollo de la competencia conversacional en aprendientes de E/LE surcoreanos”, *II Congreso de Español como Lengua Extranjera en Asia – Pacífico (CELEAP)*, Instituto Cervantes de Manila, The Philippines, November 25, 2011. <http://www.celeap.com/-c15-maria-victoria-soule-1415-1445.html>
24. **Soulé, M. V.:** “La utilización de la publicidad en el aula de ELE como recurso para introducir aspectos culturales: la literatura”, *I Jornadas Didácticas de Formación de Español como Lengua Extranjera en Chipre*, University of Cyprus, Nicosia, Cyprus, June 6, 2009. <http://elechipre.weebly.com/ediciones-anteriores.html>
25. **Soulé, M. V.:** “Análisis contrastivo sobre la determinación en francés y en español” *I Congreso Internacional de AJIF-UCM: Las lenguas y sus literaturas*, Universidad Complutense de Madrid, Madrid, Spain, October, 6, 2007. <http://www.ajif-ucm.com/downloads/Tr%EDptico.pdf>

## 8. Research Projects

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September  
2022 – August  
2023

### **CUT METADIDAKTOR Programme**

#### **EPOS**

#### **Internationalisation at Home in the Post-Pandemic World: The case of Cyprus Higher Education System**

##### **Summary:**

The arrival of the ongoing global pandemic of Covid-19 generated one of the most severe worldwide education disruption in history. This also impacted study abroad programmes which were restructured or cancelled leaving students with less international higher education opportunities. Internationalisation at home (IaH) emerged in this context as an alternative to physical mobility. In the Republic of Cyprus few studies were conducted to analyse the benefits of IaH. Broader efforts seem to be necessary at Cypriot HE institutions to further include IaH. This research project aims to contribute to this task by conducting a state-of-the-art research of IaH in the Cyprus HE system (WP2.1.), analysing the needs of the academic staff employed in universities of the Republic of Cyprus in terms of IaH practices (WP2.2.), developing a training programme on IaH for academic staff (WP3.1.), creating an e-Toolbox with OER tailored to the academic staff needs (WP3.2.), and creating a community of practice by exploiting a technical infrastructure (WP4). Design-based research will be the methodology used in the study to achieve the project's objectives.

**Role:** Proposal writer/post-doctoral researcher/ project coordinator

September  
2022 – August  
2025

### **Erasmus+ Key Action 2**

KA220-HED - Cooperation partnerships in higher education

#### **Transformative Digital Pedagogies for Higher Education (TDP4HE)**

The main objective of the TDP4HE project is to empower academic teaching staff with transformative digital pedagogies competences. For this purpose, the project aims to create a scientific basis for the identification and assessment of pedagogical competences of educators; guide and advise educators on the selection, critical use, and design of transformative digital pedagogies; and develop a community for the exchange and spread of innovative teaching practices in HE across Europe.

**Role:** Proposal writer/ Quality and risk manager

November  
2021 –  
October 2023

### **European University of Technology (EUT+)/The European Laboratory For Pedagogical Action - Research And Student-Centred Learning (ELaRA)**

#### **ELaRA focuses on:**

- Innovative student-centred pedagogies to promote self-directed, lifelong learning in technology education that develop the learner as a person by promoting intellectual development, creativity, problem solving and cultural awareness.
- Change in higher education, changing epistemologies and teaching practice, teacher development and methods to facilitate change,
- Educating students about the role of technology in society including ethics and professional development.

- Broadening participation in technology education by increasing female participation and recruiting from a broader spectrum of society including refugees.

**Role:** Core member responsible for fundraising and research proposals writer for European Funded Programmes.  
Core member responsible for the systematic review projects conducted within ELaRA.

May 2021 –  
April 2025

**COST Action:  
European Network on International Student Mobility: Connecting Research and Practice (ENIS) CA20115**

This Action responds to the pressing need for systematic interdisciplinary and international exchange of knowledge on theoretical frameworks, research methodologies, findings, and best practice examples, and for translating scientific findings into recommendations for international student mobility practice.

**Role:** Management Committee Delegate for Cyprus

**Task:**

- Systematic Literature Review on student mobility during COVID

March  
2021 –  
February  
2024

**Erasmus+ Key Action 3:**

European policy experimentations in the fields of Education, Training and Youth led by high-level public authorities

***Virtual Innovation and Support Networks for Teachers (VALIANT)***

VALIANT's first objective is to test the efficiency of Virtual Innovation and Support Networks as an approach which will contribute to overcoming teachers' sense of isolation and low motivation in rural areas and isolated contexts and also to developing teachers' ability to operate effectively in online international networks of professional collaboration. The second objective of the experimentation is to test the efficiency of this form of Virtual Exchange for providing students of Initial Teacher Education with access to the realities of the teaching profession through regular interaction with in-service teachers integrated into their study programme.

**Role:** Researcher & Administrative support

**Tasks:**

- Dissemination Video design
- Analysis of the dissemination activities
- Virtual Exchange Design (VE6)
- Qualitative data analysis with NVivo (WP4)
- Administrative project support (bilateral agreement, financial management)

September  
2020 –

**Erasmus+ Key Action 2:**

Cooperation for innovation and the exchange of good practices. Strategic Partnerships for Adult Education.

December  
2022

***Training program in elderly care and infectious disease prevention for the integration of refugees from the Middle Eastern and African countries in western society (HERO)***

HERO proposes a refugee and migrant integration training process into the labour market of both the country of residence and the European market through a complete intercultural "on the job" training in language and terminology - based on a Migrant/Refugee Care Giver (R/MCG) educational needs analysis.

**Role:** Researcher

**Tasks:**

- Training methodology design
- Content development
- Development of trainers' guide

May 2020 –  
April 2024

**COST Action:**

***Language In The Human-Machine Era (LITHME) CA19102***

The LITHME COST Action explores the linguistic effects of new immersive language tech like AR, VR, real-time translation & lifelike chatbots. It brings together linguists, developers, and users.

**Role:** Management Committee Substitute Member for Cyprus

**Tasks:**

- Participation in and Implementation of COST Activities

September  
2019 –  
August  
2022

**Erasmus+ Key Action 2:**

Cooperation for innovation and the exchange of good practices. Strategic Partnerships in the field of Higher Education

***Doctoral Education for Technology-Enhanced Learning (DE-TEL) 2019-1-NO01-KA203-060280***

The DE-TEL project was designed to establish and deepen a strategic partnership for doctoral education in Technology-Enhanced Learning (TEL). DE-TEL brings together 9 internationally renowned universities and the European Association of Technology-Enhanced Learning to reflect their expertise in doctoral education into a new internationally validated program in TEL, extended with rich and professionally produced Open Educational Resources. The project grounds the design of the new program in the best practices in TEL doctoral education across Europe as well as institutional and national requirements.

**Role:** Researcher

**Tasks:**

- Desk research to inform survey design
- Analysis of quantitative data (with SPSS) and reporting
- Defining the content and teaching methods for a doctoral education program in Technology-Enhanced Learning.
- Developing syllabus of the program.
- Producing learning activity descriptions and digital OERs
- Paper publication



January  
2019 –  
June  
2019

***The development of L2 Spanish past tense morphology in the context of student mobility in higher education:***

**A Short Term Scientific Mission (STSM) awarded by the COST/SAREP Action CA15130**

The applicant, Dr María Victoria Soulé, worked within the SALA project under Professor Carmen Pérez Vidal's supervision. Dr Soulé conducted a longitudinal study that combined quantitative and qualitative methods to analyse data on study abroad, in the case of the incoming international students learning Spanish as a second language during an ERASMUS stay at UPF. STSM host researcher: Professor Carmen Pérez Vidal

**Role:** Researcher

**Tasks:**

- Design of the study
- Quantitative (with SPSS) and Qualitative (with NVivo) data analysis
- Reporting
- Paper publication

September  
2018 –  
August  
2021

**Erasmus+ Key Action 2:**

Cooperation for innovation and the exchange of good practices. Strategic Partnerships in the field of Higher Education

***Digital Competences for Language Teachers (DC4LT) 2018-1-N001-KA203-038837***

The DC4LT project aims at improving digital literacy and empowering language teachers of all levels (HE, VET, Schools, AE, private language institutions, entrepreneurs) to use ICT instruments in their practice. The project explores how teachers are prepared to the integration of information technologies in their pedagogical work. It will be developed a self-sustained Open Internet Community of Practice for language teachers / online tutors, which will help to continuously enhance their digital competences as well as their knowledge of the design and delivery of online and blended courses.

**Role:** Researcher

**Tasks:**

- Survey on digital competences design
- Market Study
- Analysis and production of recommendations
- Defining training methodologies for language learning in online and blended formats
- Design of Training methodology for training activities in DC4LT and replications
- Development of a trainer guide
- Four paper publications
- Publication of a Technical Report

February  
2018 –  
August

**PAPIME PE401418 – UNAM**

***Orientaciones Pedagógicas para Profesores de Español como Lengua Extranjera***

2019

The aim of this project was to develop an e-book consisting of seven thematic chapters with pedagogical guidelines for teacher training. The purpose of the material is to offer tools to teachers of Spanish as L2 to solve specific problems that arise in the classroom, when the foreign student uses the language in genuine communication.

**Role:** Invited Researcher/ External Collaborator

**Tasks:**

- Literature review
- Review of the e-book chapters
- Chapter publication

May  
2016 –  
April  
2020

**COST Action:**

***Study Abroad Research in European Perspective (SAREP) CA15130***

The main aim and objective of the action is to reflect the significant growth in international student mobility, this action explores through an interdisciplinary prism the multifaceted nature of study and residence abroad in relation to the opportunities, experiences and outcomes for second language learning as well as the individual's social, personal, intercultural and educational development.

**Role:** Management Committee Delegate for Cyprus

**Tasks:**

- Participation in and Implementation of COST Activities
- Local Organiser for the COST – SAREP Event “New linguistic and cognitive perspectives in study abroad
- Participation in the WG4 Plurilingual Identity Project
- Qualitative data collection and analysis (with NVivo)
- Book chapter publication

2015

***The influence of instruction on the development of verbal temporality in Spanish L2 in a study abroad context***

Post-doctoral Fellowship UNAM-UNED

This project examined how the different temporal patterns that reflect the functions of preterit and imperfect tenses are transferred to the Spanish as a second language (L2) classroom, what the main theories on the acquisition of temporality that underly the teaching of these tenses are, and what consequences this procedure has for the learning process. To illustrate this procedure, a corpus derived from observing A2, B1 and B1+ level (CEFR) classes was created. Director: Dr Beatriz Granda

**Role:** Researcher

**Tasks:**

- Classroom observation
- Data collection instruments design
- Data collection and analysis
- Paper publication

- 2012 -  
2013
- Language Teaching Research *Jeon-ra-buk-do* 2012-115.**
- The National Research and Studies Program of South Korea Department of Education, Science and Technology.  
Principal Investigator: Prof Na Song Joo.  
Researchers: Dr Gerardo Gómez Michel, Dr María Victoria Soulé, Dr Guho Cho, Dr Kim Kwan-Hee
- Role:** Researcher  
**Tasks:**
- Training methodology design
  - Content development
  - Book publication
- 2011
- Podcast project to improve the Oral Fluency of Communication and Internet Studies following an Advance Spanish course at Hankuk University of Foreign Studies (HUFS).***
- The project was supported by HUFS Research Fund of 2011.  
**Role:** Principal Investigator  
**Tasks:**
- Project design
  - Data collection and análisis
  - Paper publication

## 9. Grants & Awards

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- I was awarded for excellence in research with the UNED University Extraordinary Doctoral Prize (*Premio Extraordinario de Doctorado*) in 2016. Grant amount: €1,800.
- I was awarded with a Short-Term Scientific Mission (STSM) within the COST Action SAREP: CA 15130 in January 2019. Grant amount: €1,260.
- I was awarded with an ITC Conference Grant within the COST Action SAREP: CA 15130 in December 2019 to attend and present the results of the Plurilingual Identity Project in the *2020 GURT Conference on Multilingualism*, Georgetown University, Washington DC, USA. Grant amount: € 1,675.
- My research project “Internationalisation at Home in the Post-Pandemic World: The case of Cyprus Higher Education System” (EPOS) was selected within the CUT METADIDAKTOR Research Funding Programme (POST-DOCTORAL Programme) for the period September 2022 – August 2023. Grant amount: € 20,000.
- Writer of the Erasmus+ Key Action 2, KA220-HED - Cooperation partnerships in higher education, project entitled “Transformative Digital Pedagogies for Higher Education (TDP4HE)” which was selected for funding for the period September 2022 – August 2025. Grant amount: € 250,000.

## 10. Academic Responsibilities

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### **Cyprus University of Technology, Cyprus**

- 2020 Work in the Rector's Office as researcher in the subject "Learning Enhancement and Development Actions"  
The work involved actions to enhance learning and development in blended learning. The task was carried out under the guidance of the Scientific Responsible, Professor Panagiotis Zafiris
- 2020 Collaboration as researcher in the project CYBERSAFETY II, "Safe internet culture: empowering creative, innovative and critical citizens in the digital society"  
Under the supervision of Assistant Professor Michael Sirivianos, Department of Electrical Engineering, Computer Engineering and Informatics
- 2017-2018 Research proposals writer for European Funded Programmes (Erasmus + Key Action 2: Cooperation for innovation and the exchange of good practices in the field of Higher Education) for the Cyprus University of Technology Language Centre:
- 2018: INTELLIGENCE: Enhancing 21st Century Skills in Higher Education Language Centres (ID: 1471023)
  - 2017: INTELLIGENCE: Enhancing 21st Century Skills in Higher Education Language Centres (ID: 1407586)
- 2017 Curriculum Template design for elective languages (Spanish) of the Cyprus University of Technology Language Centre.
- 2016 Team member for the development of the Cyprus University of Technology Language Centre new website.
- 2016 Assistant to the Coordinator for the Research, Cooperative and Interactive Language Learning Centre (ReCILLC) at the Cyprus University of Technology Language Centre.

### **Hankuk University of Foreign Studies, South Korea**

- 2013 Collaboration in the development of online courses (Spanish Grammar and Spanish Reading) for the Open Hankuk University of Foreign Studies.
- 2011-2014 Student advisor for undergraduate students at Hankuk University of Foreign Studies within the programme "Career Path Design" & "Developing Career Path".

## 11. Professional activities

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### Journal Reviewer

- 2019 - present *Study Abroad Research in Second Language Acquisition and International Education*  
John Benjamins  
[ISSN 2405-5522]
- 2018 - present *Computers in Human Behavior*.  
Elsevier  
[ISSN: 0747-5632]  
IMPACT FACTOR: 2017: 3.536 © Clarivate Analytics Journal Citation Reports 2018
- 2013 - 2014 *Korean Journal of Latin American and Caribbean Studies*. Journal of The Institute of Iberoamerican Studies. Busan University of Foreign Studies [ISSN 1229-7046].
- 2011 - 2014 *International Journal of Latin American Studies*. Journal of The Institute of Latin American Studies. Hankuk University of Foreign Studies. [ISSN 2234-0718].

### Book Reviewer

- 2020 *Designing and implementing virtual exchange – a collection of case studies*  
Edited by Francesca Helm and Ana Beaven  
<https://research-publishing.net/book?10.14705/rpnet.2020.45.9782490057726>
- 2018 *Study Abroad and the Second Language Learner. Expectations, Experiences and Development*. Oxford: Bloomsbury.  
Edited by Martin Howard  
<https://www.bloomsbury.com/uk/study-abroad-and-the-second-language-learner-9781350104198/>

### Conference Proceedings' Reviewer

- 2022 Zaphiris, P., Ioannou, A. (eds) *Learning and Collaboration Technologies. Designing the Learner and Teacher Experience*. HCII 2022. Lecture Notes in Computer Science, vol 13328. Springer, Cham.  
<https://link.springer.com/book/10.1007/978-3-031-05657-4>
- 2021 EUROCALL conference short papers: CALL and Professionalisation  
Edited by Cédric Brudermann, Muriel Grosbois, Cedric Sarré, Naouel Zoghliami, Linda Bradley, and Sylvie Thouësny:  
<https://files.eric.ed.gov/fulltext/ED616972.pdf>
- 2021 Zaphiris P., Ioannou A. (eds) *Learning and Collaboration Technologies: New Challenges and Learning Experiences*. HCII 2021. Lecture Notes in Computer Science, vol 12784. Springer, Cham.  
<https://link.springer.com/book/10.1007/978-3-030-77889-7>

2020 Zaphiris P., Ioannou A. (eds) Learning and Collaboration Technologies. Designing, Developing and Deploying Learning Experiences. HCII 2020. Lecture Notes in Computer Science, vol 12205. Springer, Cham.  
<https://link.springer.com/book/10.1007/978-3-030-50513-4>

### Conference and event management

- July 2023 Co-organiser of the special session in Computer Assisted Language Learning for the *HCII2023: 25th International Conference on Human-Computer Interaction*.  
Tasks: Abstracts and papers' review  
<https://2023.hci.international/>
- July 2022 Co-organiser of the special session in Computer Assisted Language Learning for the *HCII2022: 24th International Conference on Human-Computer Interaction*.  
Tasks: Abstracts and papers' review  
<https://2022.hci.international/>
- July 2021 Co-organiser of the special session in Computer Assisted Language Learning for the *HCII2021: 23rd International Conference on Human-Computer Interaction*.  
Tasks: Abstracts and papers' review  
<http://2021.hci.international/>
- June 2020 Programme Committee JTELSS 2020/ EATEL Summer School on Technology Enhanced Learning:  
<https://ea-tel.eu/jtelss/jtelss2020/organising-committee>
- July, 2020 Co-organiser of the special session in Computer Assisted Language Learning for the *HCII2020: 22nd International Conference on Human-Computer Interaction*. Copenhagen, Denmark.  
Tasks: Abstracts and papers' review  
<http://2020.hci.international/>
- September, 2019 Local Organiser for the COST – SAREP Event “New linguistic and cognitive perspectives in study abroad”, Cyprus University of Technology, Limassol, Cyprus  
<https://www.cut.ac.cy/news/article/?languageId=100&contentId=201620>
- August, 2016 Organising Committee Member, *23rd EUROCALL Conference "CALL Communities and Culture"*, Limassol, Cyprus.  
<https://www.eurocall-languages.org/conferences/past-conferences>

### DELE Examiner

- 2014 DELE B1: Oral Examiner, Instituto Cervantes, Seoul, November 22-23.
- 2014 DELE B2: Oral Examiner, Instituto Cervantes, Seoul, April 11-12.
- 2013 DELE C2: Oral Examiner, Instituto Cervantes, Seoul, November 23-24.

- 2013 DELE C1: Oral Examiner, Instituto Cervantes, Seoul, August 23-24.  
2013 DELE C2: Oral Examiner, Instituto Cervantes, Seoul, May 25-26.  
2012 DELE C1: Oral Examiner, Instituto Cervantes, Seoul, November 10-11.  
2012 DELE C2: Oral Examiner, Instituto Cervantes, Seoul, May 26-27.  
2011 DELE A1: Oral Examiner, Instituto Cervantes, Seoul, November 19-20.

## 12. Professional training and teaching certificates

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- 2015 **Intensive course on CALL:** “Today's digital life: merging of roles and multiplicity of opportunities in learning a foreign language”, (20 hours) UNED (Universidad Nacional de Educación a Distancia), Madrid, Spain.
- 2013 **DELE B1- B2** Examiner, Instituto Cervantes (20 hours), Instituto Cervantes de Tokio, Japan.
- 2012 **DELE C1- C2** Examiner, Instituto Cervantes (20 hours), Instituto Cervantes de Tokio, Japan.
- 2011 **DELE A1- A2** Examiner, Instituto Cervantes (15 hours), Instituto Cervantes de Manila, The Philippines.
- 2010 **PTLLS** (Preparing to Teach in the Lifelong Learning Sector), Level 4, Bexley College - City & Guilds, UK.
- 2009 **Qualified Spanish Language Teacher for Secondary Education Level**, Ministry of Education and Culture of the Republic of Cyprus

## 13. Professional memberships

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- I/L** (Institute for Learning) UK.  
**EuroCALL** (European Association for Computer-Assisted Language Learning).  
**Learning Development Network** (Cyprus University of Technology) Cyprus.  
**ASELE** (Asociación para la Enseñanza del Español como Lengua Extranjera) Spain.  
**AEPE** (Asociación Europea de Profesores de Español) Spain.  
**ACH** (Asociación Coreana de Hispanistas) South Korea.

## 14. Languages

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Spanish: native

English: advanced (C1 level of the CEFR)

Modern Greek: advanced (C1 level of the CEFR)

French: intermediate (B1 level of the CEFR)

Catalan: reading & listening comprehension

Italian: reading & listening comprehension

Latin: reading knowledge

Ancient Greek: reading knowledge

## 15. Training workshops, seminars and presentations attended

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1. “Digital literacy and digital tools for evaluating online information and creating tomorrow’s entrepreneur in educational contexts” Event organised by CUTing Edge, Cyprus University of Technology Language Centre, and Learning Development Network.
2. “Creating Moodle Quiz Constructivist Activities”. Workshop organised by the Language Centre. Trainers: Salomi Papadima Sophocleous & Savvi Antoniou. Cyprus University of Technology, 4 June 2021.
3. «Ψηφιακή και Εξ αποστάσεως Μάθηση στην Τριτοβάθμια Εκπαίδευση: Ενιαία Εκπαίδευση, Προσβασιμότητα». Workshop organised by the Learning Development Network. Trainers: Katerina Mavrou & Maria Tsakiri, European University Cyprus. Cyprus University of Technology, 2 June 2021.
4. “Mixed and Augmented Reality for TEL”. DE-TEL Webinar Series. Trainers: Benedikt Hensen, Ralf Klamma, Mikhail Fominykh, Ekaterina Prasolova-Førland & Fridolin Wild. 28 Ma 2021.
5. “Doctoral wellbeing and Technology-Enhanced Learning”. DE-TEL Webinar Series. Trainers: Luis P. Prieto & Laia Albó. 14 May 2021.
6. “Design-based research in Technology-Enhanced Learning”. DE-TEL Webinar Series. Trainers: Lorena Sousa, Viktoria Pammer-Schindler & Laia Albó. 7 May 2021.
7. “Introduction to PhD in Technology-Enhanced Learning”. DE-TEL Webinar Series. Trainers: Mikhail Fominykh & Roland Klemke. 3 May 2021.
8. «Ασφαλείς Διαδικτυακές Εξετάσεις στο MOODLE με το Safe Exam Browser (SEB)». Workshop organised by the Learning Development Network. Trainer: Panicos Masouras. Cyprus University of Technology, 7 April 2021.
9. “DC4LT Assessment Framework”. DC4LT Webinar Series. Trainer: Maria Perifanou. 26 March 2021.
10. “Creation and Sharing of Language OERs via Webquests”. DC4LT Webinar Series. Trainer: Maria Perifanou. 23 March 2021.
11. “Cloud Technologies in Language Learning and Google Workspace for Education”. DC4LT Webinar Series. Trainer: Elis Kakoulli Constantinou. 23 March 2021.
12. “Response Tools for the Language Classroom”. DC4LT Webinar Series. Trainer: Tord Mjøsund Talmo. 22 March 2021.



13. “Developing Digital Narrative for Quest-based Learning”. DC4LT Webinar Series. Trainer: Elizaveta Shikhova. 19 March 2021.
14. “Immersive Technologies for Language Learning”. DC4LT Webinar Series. Trainers: Mikhail Fominykh, Ekaterina Prasolova-Førland, Jose Fernando Garcia Estrada & Mathias Myhre. 19 March 2021.
15. “European Programmes Workshop: Erasmus Plus, and COST Action”. Workshop by Maria Christoforou, Eftychia Xerou and Maria Victoria Soule, Language Centre, Cyprus University of Technology, 14 June 2019.
16. “Opening New Learning Opportunities with Virtual Reality”. Workshop by Demetrios Boglou, Maria Christofou, Eftychia Xerou, Language Centre, Cyprus University of Technology, 14 June 2019.
17. “A glimpse to the CEFR Companion volume: Food for thought”. Workshop by Androulla Athanasiou and Maro Neophytou, Language Centre, Cyprus University of Technology, 27 June 2018.
18. “ReTTESP Online: an Online Reflective Teacher Training Course in English for Specific Purposes”. Training facilitated by Elis Kakoulli-Constantinou, Language Centre, Cyprus University of Technology, 2-19 May 2017.’
19. “Create, present and engage interactively in language teaching through the use of Nearpod”. Workshop by Dr Androulla Athanasiou, Language Centre, Cyprus University of Technology, 6 May 2017.
20. “Digital Storytelling”. Workshop by Dr. Ana Sevilla Pavón, Limassol, Language Centre, Cyprus University of Technology, 26 April 2017.
21. “TALIS Creative Writing: Tales around the world”. Workshop by Dr. Ana Sevilla Pavón, Limassol, Language Centre, Cyprus University of Technology, 25 April 2017.
22. “SPSS Workshop”. Training seminar by Christos Anastasiades. Limassol, Language Centre, Cyprus University of Technology, 5 December 2016.
23. “Empowering women in the workplace”. Cyprus University of Technology, 16 November 2016.
24. “SPSS Workshop”. Training seminar by Christos Anastasiades. Limassol, Language Centre, Cyprus University of Technology, 22 June 2016.