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Ακαδημαϊκό Προφίλ

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Μετρικά Στοιχεία

- h-index: 27
- i10-index: 43

Διδακτική Εμπειρία

Διδακτική Εμπειρία στην Ανώτατη Εκπαίδευση	Έτος	Τίτλος Μαθήματος	Πανεπιστήμιο
	2024-25	1. Introduction to Extended Reality	Cosmos Open University, Cyprus
		2. Digital Innovation	International Telematic University, Italy
		3. Ψηφιακές Τεχνολογίες στην Εκπαίδευση ΕΠΑ524	Ανοικτό Πανεπιστήμιο Κύπρου
		4. Immersive Media Design (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		5. Immersive Storytelling (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		6. Ανοικτή και Εξ Αποστάσεως Εκπαίδευση	Ελληνικό Ανοικτό Πανεπιστήμιο
	2023-24	7. Digital Innovation	International Telematic University, Italy
		8. Immersive Media Design (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		9. Immersive Storytelling (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		10. Ανοικτή και Εξ Αποστάσεως Εκπαίδευση	Ελληνικό Ανοικτό Πανεπιστήμιο
	2022-23	11. Immersive Media Design (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		12. Immersive Storytelling (7.5 ECTS)	Δημοκρίτειο Πανεπιστήμιο Θράκης
		13. Ανοικτή και Εξ Αποστάσεως Εκπαίδευση	Ελληνικό Ανοικτό Πανεπιστήμιο
	2021-22	14. Ανοικτή και Εξ Αποστάσεως Εκπαίδευση	Ελληνικό Ανοικτό Πανεπιστήμιο
	2020-21	15. Ανοικτή και Εξ Αποστάσεως Εκπαίδευση (22 ECTS)	Ελληνικό Ανοικτό Πανεπιστήμιο
	2018-19	16. Συνεργατικά Εργαλεία ΤΠΕ στη Δημόσια Διοίκηση	Εθνική Σχολή Δημόσιας Διοίκησης και Αυτοδιοίκησης (ΕΣΔΔΑ)
	2015-16	17. Συνεργατικά Εργαλεία ΤΠΕ στη Δημόσια Διοίκηση	Εθνική Σχολή Δημόσιας Διοίκησης και Αυτοδιοίκησης (ΕΣΔΔΑ)
	2014-15	18. Artificial intelligence, bots and Non-Player Characters (7.5 ECTS)	University of the West of England, United Kingdom
		19. Designing Programmes and Courses in Blended	Open University of Catalonia, Spain

	Environments (6 ECTS)	
	20. Designing Resources and Activities for e-Learning Purposes (6 ECTS)	Open University of Catalonia, Spain
	21. Συνεργατικά Εργαλεία ΤΠΕ στη Δημόσια Διοίκηση	Εθνική Σχολή Δημόσιας Διοίκησης και Αυτοδιοίκησης (ΕΣΔΔΑ)
2013-14	22. Artificial intelligence, bots and Non-Player Characters (7.5 ECTS)	University of the West of England, United Kingdom
2011-12	23. Designing Programmes and Courses in Blended Environments (6 ECTS)	Open University of Catalonia, Spain
	24. Designing Resources and Activities for e-Learning Purposes (6 ECTS)	Open University of Catalonia, Spain
2010-11	25. Designing Programmes and Courses in Blended Environments (6 ECTS)	Open University of Catalonia, Spain
	26. Designing Resources and Activities for e-Learning Purposes (6 ECTS)	Open University of Catalonia, Spain

Δημοσιεύσεις

Δημοσιεύσεις σε διεθνή
επιστημονικά περιοδικά
(με ομότιμη κρίση)

- [J36] Pazakou, A.-M., **Mystakidis**, S., & Kazanidis, I. (2025). Collaboration in a Virtual Reality Serious Escape Room in the Metaverse Improves Academic Performance and Learners' Experiences. *Future Internet*, 17(1), 21. <https://doi.org/10.3390/fi17010021>
- [J35] Ewais, A., **Mystakidis**, S., Khalilia, W., Diab, S., Christopoulos, A., Khasib, S., Yahya, B., & Hatzilygeroudis, I. (2024). Virtual Reality Immersive Simulations for a Forensic Molecular Biology Course—A Quantitative Comparative Study. *Applied Sciences*, 14(17), 7513. <https://doi.org/10.3390/app14177513>
- [J34] **Mystakidis**, S. (2024). Towards Passion-driven Learning in Extended Reality with Meaningful Gamification and Escape Room Games. *ERCIM News*, 137, 28–29. <https://ercim-news.ercim.eu/en137/special/towards-passion-driven-learning-in-extended-reality-with-meaningful-gamification-and-escape-room-games>
- [J33] Prasetya, F., Fortuna, A., Samala, A. D., Rawas, S., **Mystakidis**, S., Syahril, Waskito, Primawati, Wulansari, R. E., & Kassymova, G. K. (2024). The impact of augmented reality learning experiences based on the motivational design model: A meta-analysis. *Social Sciences & Humanities Open*, 10, 100926. <https://doi.org/10.1016/j.ssaho.2024.100926>
- [J32] Papadopoulou, A., **Mystakidis**, S., & Tsinakos, A. (2024). Immersive Storytelling in Social Virtual Reality for Human-Centered Learning about Sensitive Historical Events. *Information*, 15(5), 244. <https://doi.org/10.3390/info15050244>

- [J31] Yazdi, A., Karimi, A., & **Mystakidis**, S. (2024). Gamification in Online Education: A Visual Bibliometric Network Analysis. *Information*, 15(2), 81. <https://doi.org/10.3390/info15020081>
- [J30] Voreopoulou, A., **Mystakidis**, S., & Tsinakos, A. (2024). Augmented Reality Escape Classroom Game for Deep and Meaningful English Language Learning. *Computers*, 13(1), 24. <https://doi.org/10.3390/computers13010024>
- [J29] Christopoulos, A., **Mystakidis**, S., Kurczaba, J., Laakso, M.-J., & Stylios, C. (2024). Is Immersion in 3D Virtual Games Associated with Mathematical Ability Improvement in Game-Based Learning? *International Journal of Science and Mathematics Education*. <https://doi.org/10.1007/s10763-023-10440-4>
- [J28] Khalilia, W. M., Abdallatif, A., **Mystakidis**, S., & Fragkaki, M. (2023). A Mediation Model of the Usability and Intergroup Relation for Online Project Management Community Effectiveness with Microsoft Teams. *Societies*, 13(12), 255. <https://doi.org/10.3390/soc13120255>
- [J27] Christopoulos, A., & **Mystakidis**, S. (2023). Gamification in Education. *Encyclopedia*, 3(4), 1223–1243. <https://doi.org/10.3390/encyclopedia3040089>
- [J26] **Mystakidis**, S., Christopoulos, A., Fragkaki, M., & Dimitropoulos, K. (2023). Online Professional Development on Educational Neuroscience based on Design Thinking. *Information*, 14(7). <https://doi.org/10.3390/info14070382>
- [J25] Kalaitzopoulou, E., Matthews, P., **Mystakidis**, S., & Christopoulos, A. (2023). Engagement with Optional Formative Feedback in a Portfolio-Based Digital Design Module. *Information*, 14(5). <https://doi.org/10.3390/info14050287>
- [J24] **Mystakidis**, S., & Lympouridis, V. (2023). Immersive Learning. *Encyclopedia*, 3(2), 396–405. <https://doi.org/10.3390/encyclopedia3020026>
- [J23] Fragkaki, M., **Mystakidis**, S., & Dimitropoulos, K. (2022). Higher Education Faculty Perceptions and Needs on Neuroeducation in Teaching and Learning. *Education Sciences*, 12(10), 707. <https://doi.org/10.3390/educsci12100707>
- [J22] Tsimaras, D. O., **Mystakidis**, S., Christopoulos, A., Zoulias, E., & Hatzilygeroudis, I. (2022). E-Learning Courses Evaluation on the Basis of Trainees' Feedback on Open Questions Text Analysis. *Education Sciences*, 12(9). <https://doi.org/10.3390/educsci12090633>
- [J21] Theologi-Gouti, P., Iliopoulos, I., & **Mystakidis**, S. (2022). Harnessing the power of local museum-school cultural, environmental and health education networks. *University Museums and Collections Journal*, 14(2), 131.

- [J20] **Mystakidis, S.**, Jiayu, L., & Rongzhen, C. (2022). 工业4.0时代元宇宙赋能的智慧城市教育 (Wisdom Education Empowered by Metaverse in the Era of Industry 4.0). *Journal of World Education*, 510, 11–15.
<https://mall.cnki.net/magazine/article/JYXI202206002.htm>
- [J19] Christopoulos, A., **Mystakidis, S.**, Cachafeiro, E., & Laakso, M.-J. (2022). Escaping the Cell: Virtual Reality Escape Rooms in Biology Education. *Behaviour & Information Technology*.
<https://doi.org/10.1080/0144929X.2022.2079560>
- [J18] **Mystakidis, S.**, Besharat, J., Papantzikos, G., Christopoulos, A., Stylios, C., Agorgianitis, S., & Tselentis, D. (2022). Design, Development and Evaluation of a Virtual Reality Serious Game for School Fire Preparedness Training. *Education Sciences*, 12(4), 281. <https://doi.org/10.3390/educsci12040281>
- [J17] **Mystakidis, S.**, & Christopoulos, A. (2022). Teacher Perceptions on Virtual Reality Escape Rooms for STEM Education. *Information*, 13(3), 136.
<https://doi.org/10.3390/info13030136>
- [J16] **Mystakidis, S.** (2022). Metaverse. *Encyclopedia*, 2(1), 486–497.
<https://doi.org/10.3390/encyclopedia2010031>
- [J15] **Mystakidis, S.**, Filippousis, G., Tolis, D., & Tseregkouni, E. (2021). Playful Metaphors for Narrative-Driven E-Learning. *Applied Sciences*, 11(24), 11682. doi: [10.3390/app112411682](https://doi.org/10.3390/app112411682)
- [J14] **Mystakidis, S.**, Fragkaki, M., & Filippousis, G. (2021). Ready Teacher One: Virtual and Augmented Reality Online Professional Development for K-12 School Teachers. *Computers*, 10(10), 134. doi: [10.3390/computers10100134](https://doi.org/10.3390/computers10100134)
- [J13] **Mystakidis, S.** (2021). Deep and Meaningful Learning. *Encyclopedia*, 1(3), 988–997. <https://doi.org/10.3390/encyclopedia1030075>
- [J12] Christopoulos, A., **Mystakidis, S.**, Pellas, N., & Laakso, M.-J. (2021). ARLEAN: An Augmented Reality Learning Analytics Ethical Framework. *Computers*, 10(8), 92. <https://doi.org/10.3390/computers10080092>
- [J11] **Mystakidis, S.**, Christopoulos, A., & Pellas, N. (2022). A systematic mapping review of augmented reality applications to support STEM learning in higher education. *Education and Information Technologies*, 27(2), 1883–1927.
<https://doi.org/10.1007/s10639-021-10682-1>
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- [J9] Pellas, N., **Mystakidis**, S., & Christopoulos, A. (2021). A Systematic Literature Review on the User Experience Design for Game-Based Interventions via 3D Virtual Worlds in K-12 Education. *Multimodal Technologies and Interaction*, 5(6), 28. <https://doi.org/10.3390/mti5060028>
- [J8] **Mystakidis**, S., Berki, E., & Valtanen, J. (2021). Deep and Meaningful E-learning with Social Virtual Reality Environments in Higher Education: A Systematic Literature Review. *Applied Sciences*, 11(5), 2412. doi: [10.3390/app11052412](https://doi.org/10.3390/app11052412)
- [J7] Pellas, N., **Mystakidis**, S., & Kazanidis, I. (2021). Immersive Virtual Reality in K-12 and Higher Education: A Systematic Review of last decade scientific literature. *Virtual Reality*. doi: [10.1007/s10055-020-00489-9](https://doi.org/10.1007/s10055-020-00489-9)
- [J6] Pellas, N., & **Mystakidis**, S. (2020). A systematic review of research about game-based learning in virtual worlds. *Journal of Universal Computer Science*, 26(8), 1017-1042. <https://doi.org/10.3897/jucs.2020.054>
- [J5] **Mystakidis**, S., Berki, E., & Valtanen, J. (2019). The Patras Blended Strategy Model for Deep and Meaningful Learning in Quality Life Long Distance Education. *Electronic Journal of E-Learning*, 17(2). doi: [10.34190/JEL.17.2.01](https://doi.org/10.34190/JEL.17.2.01)
- [J4] **Mystakidis**, S., & Berki, E. (2018). The Case of Literacy Motivation: Playful 3D Immersive Learning Environments and Problem-Focused Education for Blended Digital Storytelling. *International Journal of Web-Based Learning and Teaching Technologies*, 13(1). doi: [10.4018/IJWLTT.2018010105](https://doi.org/10.4018/IJWLTT.2018010105)
- [J3] Chaudhary, S., Zhao, Y., Berki, E., Valtanen, J., Li, L., Helenius, M., & **Mystakidis**, S. (2015). A Cross-Cultural and Gender-Based Perspective for Online Security: Exploring Knowledge, Skills and Attitudes of Higher Education Students. *IADIS International Journal on WWW/Internet*, 13(1). Retrieved from: <http://www.iadisportal.org/ijwi/papers/2015131105.pdf>
- [J2] Kostopoulos, K. P., Giannopoulos, K., **Mystakidis**, S., & Chronopoulou, K. (2014). E-Learning through Virtual Reality Applications: The Case of Career Counseling. *The International Journal of Technologies in Learning*, 20(1), 57–68. doi: [10.18848/2327-0144/CGP/v20i01/49125](https://doi.org/10.18848/2327-0144/CGP/v20i01/49125)
- [J1] Γιαννόπουλος, Κ., Κωστόπουλος, Κ. Π., **Μυστακίδης**, Σ., & Χρονοπούλου, Κ. (2013). Εφαρμογές Εικονικής Πραγματικότητας στη Συμβουλευτική Σταδιοδρομίας. Δυνατότητες και Περιορισμοί. *Επιθεώρηση Συμβουλευτικής-Προσανατολισμού*, 101, 296–308. Retrieved from

Επιλεγμένες Δημοσιεύσεις σε
Πρακτικά Διεθνών Συνεδρίων
(με ομότιμη κρίση)

- [CP34] Foster, C., Emilia, U., Sharaf, S., Steller, C., Rößner, R., **Mystakidis, S.**, Ingram, J., Ramamoorthy, H. K., Mentzelopoulos, M., & Erenl, K. (2024). Work-in-Progress—Telecommunications History Escape Room Puzzle Game: Become a Phryctoria Archmaester. *Immersive Learning Research - Academic*, 1(1), 90–95. <https://doi.org/10.56198/U6C0WURU6>
- [CP33] **Mystakidis, S.**, Theologi-Gouti, P., Christopoulos, A., & Stylios, C. (2024). Virtual Museum Gamification for Discovery-Based Online Learning in the Metaverse. *Proceedings of the 16th International Conference on Computer Supported Education*, 711–719. <https://doi.org/10.5220/0012756600003693>
- [CP32] Vontzalidis, G., **Mystakidis, S.**, Christopoulos, A., & Moustakas, K. (2025). Spatial Audio Cues in an Immersive Virtual Reality STEM Escape Room Game: A Comparative Study. *10th International Conference of the Immersive Learning Research Network (ILRN 2024)*. (pp. 317–328). https://doi.org/10.1007/978-3-031-80475-5_23
- [CP31] Μυστακίδης, Σ. (2024). Παιγνιώδης Σωκρατική Ανατροφοδότηση Γραπτών Εργασιών στην Εξ Αποστάσεως Εκπαίδευση για Βαθιά Ουσιαστική Μάθηση. *Διεθνές Συνέδριο Για Την Ανοικτή & Εξ Αποστάσεως Εκπαίδευση*, 12(4), 127–141. <https://doi.org/10.12681/icodl.5658>
- [CP30] Θεολόγη-Γκούτη, Π., **Μυστακίδης, Σ.**, Yehiel, T., & Ηλιόπουλος, Ι. (2023). Συνεργατικό Παιχνίδι Σοβαρού Σκοπού με Φορητές Συσκευές: Το Κυνήγι των Ορυκτών. *9ο Διεθνές Συνέδριο Για Την Προώθηση Της Εκπαιδευτικής Καινοτομίας*.
- [CP29] **Mystakidis, S.**, Theologi-Gouti, P., & Iliopoulos, I. (2024). STEAM Project Exhibition in the Metaverse for Deaf High School Students' Affective Empowerment: The Power of Student Museum Exhibitions in Social Virtual Reality. In *9th International Conference of the Immersive Learning Research Network (iLRN 2023)* (pp. 239–249). https://doi.org/10.1007/978-3-031-47328-9_18
- [CP28] **Mystakidis, S.** (2022). Metaverse in Online Distance Education: Superfluous or Inevitable? *Innovating Higher Education Conference (I-HE2022)*. <https://i-he2022.exordo.com/programme/presentation/76>

- [CP27] Fragkaki, M., **Mystakidis**, S., & Dimitropoulos, K. (2022). Higher Education Teaching Transformation with Educational Neuroscience Practices. *15th Annual International Conference of Education, Research and Innovation*, 579–584. <https://doi.org/10.21125/iceri.2022.0194>
- [CP26] Mourtzis, P., & **Mystakidis**, S. (2022). Improving Online Language Learning Interactivity with Multiuser Virtual Reality Environments: Preparing for the Metaverse. *15th Annual International Conference of Education, Research and Innovation*, 57–65. <https://doi.org/10.21125/iceri.2022.0044>
- [CP25] Dimitropoulos, K., **Mystakidis**, S., & Fragkaki, M. (2022). Bringing Educational Neuroscience to Distance Learning with Design Thinking : The Design and Development of a Hybrid E-learning Platform for Skillful Training. *2022 7th South-East Europe Design Automation, Computer Engineering, Computer Networks and Social Media Conference (SEEDA-CECNSM)*, 1–6. <https://doi.org/10.1109/SEEDA-CECNSM57760.2022.9932939>
- [CP24] **Μυστακίδης**, Σ., & Μούρτζης, Π. (2021). Παιγνιώδης Ανατροφοδότηση Γραπτών Εργασιών για Κριτικό Ομαδικό Αναστοχασμό στην Ομόχρονη Εξ Αποστάσεως Εκπαίδευση. *Διεθνές Συνέδριο Για Την Ανοικτή & Εξ Αποστάσεως Εκπαίδευση*, 11(8B), 55–63. <https://doi.org/10.12681/icodl.3438>
- [CP23] Τσινάρη, Κ., & **Μυστακίδης**, Σ. (2021). Πώς η κρίση COVID-19 μεταμόρφωσε τις δημοτικές υπηρεσίες μάθησης και εκπαίδευσης. Το παράδειγμα του Δήμου Θεσσαλονίκης. *Διεθνές Συνέδριο Για Την Ανοικτή & Εξ Αποστάσεως Εκπαίδευση*, 11(8B), 75–82. <https://doi.org/10.12681/icodl.3535>
- [CP22] Fragkaki, M., & **Mystakidis**, S. (2021). Distance Higher Education Learning and Professional Pedagogy: Training the Trainers. *20th European Conference on E-Learning (ECEL 2021)*, 155–163. <https://doi.org/10.34190/EEL.21.061>
- [CP21] **Mystakidis**, S., Papantzikos, G., & Stylios, C. (2021). Virtual Reality Escape Rooms for STEM Education in Industry 4.0: Greek Teachers Perspectives. *2021 6th South-East Europe Design Automation, Computer Engineering, Computer Networks and Social Media Conference (SEEDA-CECNSM)*, 1–5. <https://doi.org/10.1109/SEEDA-CECNSM53056.2021.9566265>
- [CP20] **Mystakidis**, S. (2020). Distance Education Gamification in Social Virtual Reality: A Case Study on Student Engagement. In *Proceedings of the 11th International Conference on Information, Intelligence, Systems and Applications (IISA 2020)*. doi: [10.1109/IISA50023.2020.9284417](https://doi.org/10.1109/IISA50023.2020.9284417)
- [CP19] Fragkaki, M., **Mystakidis**, S., Hatzilygeroudis, I., Kovas, K., Palkova, Z., Salah, Z., Hamed, G. Khalilia, W. M., Ewais, A. (2020). TPACK Instructional Design Model in Virtual Reality for Deeper Learning in Science and Higher Education:

From “Apathy” To “Empathy.” *12th Annual International Conference on Education and New Learning Technologies (EDULEARN20) Proceedings*. doi: [10.21125/edulearn.2020.0943](https://doi.org/10.21125/edulearn.2020.0943)

- [CP18] **Mystakidis, S.**, Fragkaki, M., & Hatzilygeroudis, I. (2020). Stairway to Heaven: Instructional Design Alignment in a Serious Game for Experiential Religious Education in Virtual Reality. *12th Annual International Conference on Education and New Learning Technologies (EDULEARN20) Proceedings*. doi: [10.21125/edulearn.2020.1246](https://doi.org/10.21125/edulearn.2020.1246)
- [CP17] Fragkaki, M., **Mystakidis, S.**, & Filippousis, G. (2020). Work-in-Progress—Design and Evaluation of an Augmented and Virtual Reality Flipped-Learning Course for K-12 Educators. *6th International Conference of the Immersive Learning Research Network (ILRN 2020)*. doi: [10.23919/ILRN47897.2020.9155200](https://doi.org/10.23919/ILRN47897.2020.9155200)
- [CP16] **Mystakidis, S.**, Cachafeiro, E., & Hatzilygeroudis, I. (2019). Enter the Serious E-scape Room: A Cost-Effective Serious Game Model for Deep and Meaningful E-learning. In *10th International Conference on Information, Intelligence, Systems and Applications (IISA 2019)*. Patras, 15-17 July 2019. doi: [10.1109/IISA.2019.8900673](https://doi.org/10.1109/IISA.2019.8900673)
- [CP15] **Mystakidis, S.**, Berki, E., Valtanen, J., & Amanatides, E. (2018). Towards a Blended Strategy for Quality Distance Education Life-Long Learning Courses – The Patras Model. In *17th European Conference on e-Learning*. Athens, Greece. Retrieved from: <https://search.proquest.com/openview/993f73d32d7189e82a0429d1ebdfe651/1>
- [CP14] **Mystakidis, S.**, Kostopoulos, K. P., & Amanatides, E. (2017). Preconditions for Quality Distance Vocational Training: The case of the Patras University Center for Vocational Education and Training. In *9th International Conference in Open and Distance Learning*. Athens, Greece. Retrieved from: <https://eproceedings.epublishing.ekt.gr/index.php/openedu/author/submission/1125>
- [CP13] **Mystakidis, S.**, Berki, E., & Valtanen, J. (2017). Designing and Implementing a Big Open Online Course by using a 3d Virtual Immersive Environment – lessons learned. In *9th Annual International Conference on Education and New Learning Technologies (EDULEARN17) Proceedings*. Barcelona, 3-5 July 2017. doi: [10.21125/edulearn.2017.0487](https://doi.org/10.21125/edulearn.2017.0487)
- [CP12] **Mystakidis, S.**, Berki, E., & Valtanen, J. (2017). Toward successfully integrating Mini Learning Games into Social Virtual Reality Environments – Recommendations for improving Open and Distance Learning. In *9th Annual*

- [CP11] Herodotou C. & **Mystakidis**, S. (2015). Addressing the Retention Gap in MOOCs: Towards a Motivational Framework for MOOCs Instructional Design, *EARLI 2015 Conference*
- [CP10] Chaudhary, S., Zhao, Y., Berki, E., Valtanen, J., Li, L., Helenius, M., **Mystakidis**, S., Nalam T., Thapa, R. B. (2015). Exploring Attitudes, Knowledge and Competencies for Security Technology: A Cross-Cultural Survey in Higher Education. In *IADIS 8th International Conference on ICT, Society and Human Beings 2015*, Volume: 8. Las Palmas, Spain.
- [CP9] **Mystakidis**, S. & Berki E. (2014). Towards a Crowd-sourced Open Education Strategy for Employment in Europe with Qualification-focused MOOCs. *Mapping the European MOOC Territory conference*, Porto, Portugal, 27 November 2014.
 Retrieved from:
https://www.oerknowledgecloud.org/archive/Position_papers_for_European_cooperation_on_MOOCs_0.pdf
- [CP8] **Mystakidis**, S. & Berki E. (2014). Participative Design of qMOOCs with Deep Learning and 3d Virtual Immersive Environments: the case of MOOCaGora. Can MOOCs save Europe's unemployed youth? Workshop. *ECTEL conference 2014*, Graz, Austria, 16 September 2014. Retrieved from:
https://www.researchgate.net/publication/265846818_Participative_Design_of_qMOOCs_with_Deep_Learning_and_3d_Virtual_Immersive_Environments_the_case_of_MOOCaGora
- [CP7] **Mystakidis**, S., Lampropoulos, N., Fardoun, H. & Alghazzawi, D. (2014). Playful Blended Digital Storytelling in 3D Immersive eLearning Environments: a Cost Effective Early Literacy Motivation Method. In *Proceedings of the 3rd Workshop on Design in Educational Environments*. ICST (Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering). doi:[10.1145/2643604.2643632](https://doi.org/10.1145/2643604.2643632)
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Κεφάλαια Βιβλίων (με ομότιμη κρίση)

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(Keynotes)

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- [KEY10] **Mystakidis, S.** (2024, July 30). Facing the Herculean Dilemma for Artificial Intelligence in Education. *5th Int. Conference on Artificial Intelligence in Education Technology 2024*.
- [KEY9] **Mystakidis, S.** (2024, May 17). Metaverse: Virtual Medusa or Digital Ithaca for Education? *Wirtualium 3.0 Conference*.
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- [KEY6] **Mystakidis, S.** (2022, April 15). Metaverse-powered Smart STEM Education in the Industry 4.0 Era. *Metaverse in Education Series*. Beijing Normal University.
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- [KEY1] **Mystakidis, S.** (2012). Total Language Training: How Virtual Worlds will define the Future of Language Learning. *6th SLanguages conference, Second Life*, 28-30 September 2012. Retrieved from: <https://www.slideshare.net/stylianasm/total-language-training-slang12>

Επιλεγμένες Περιλήψεις και
Παρουσιάσεις σε Συνέδρια

- [CA18] **Mystakidis, S., Morrill, B., Hayes, A., & Dodds, H. E.** (2022, July 21). Gamification and Instructional Design for Immersive Learning. *WebXR Education Summit*. <https://doi.org/10.13140/RG.2.2.11364.45444>
- [CA17] **Mystakidis, S.** (2022, June 30). Metaverse-powered Learning Design Strategies for Quality Education. *International Workshop on Metaverse for Sustainable Development Goals*.
- [CA16] **Mystakidis, S.** (2020). Motivation Enhanced Distance Education with Playful Design and Gamification. *Presentation in the 25th Annual INSPIRE Conference*. Online, 16 July 2020: British Computer Society.
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- [CA14] **Mystakidis, S.** (2016). E-learning in HE: Experiences and Lessons learned to be shared with VET. In *Promoting quality in learning delivery: the way ahead CEDEFOP workshop*. Thessaloniki, Greece.
- [CA13] **Mystakidis, S.** (2016). Open Innovative Virtual Playful Education for Schools in the Digital Era. *Presentation in E-Learning Interactive Open School (e-lios) Conference*. Patras, 13 February 2016.
- [CA12] **Mystakidis, S.** (2015). Open Education Europa Tour Challenge: Connecting Education Pioneers across Europe. In *EDEN Open Classroom Conference*. Retrieved from: <https://www.slideshare.net/stylianasm/open-education-europa-tour-connecting-education-pioneers-across-europe>
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- [CA5] Hill, V., **Mystakidis, S.**, Brock-Richmond, R. & Hayes, G. (2012). Past, Present and Future of Virtual Worlds Education. *Virtual Worlds Best Practices in Education Conference 2012*, 15-17 March 2012.

Διδασκαλία Εργαστήρια –
Webinars – Σεμινάρια

- [CA4] **Mystakidis, S.** (2011). Free Open Source Software and Collaborative Web for Open Life Long Learning and Virtual Communities of Practice in Public Administration 2.0. In *2011 Free Open Source Software Conference*. Retrieved from: <https://www.slideshare.net/stylianasm/ss-8052073>
- [CA3] **Mystakidis, S.** (2011). E-learning X.0: Innovative E-learning Formats; Web 2.0 - Mobile Learning - 3D Virtual Worlds. In *E-learning Expo 2011*.
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- [W11] **Mystakidis, S.** (2022, November 9). Metaverse-powered Learning Design Strategies for Sustainable Development Goals. *Ingenious Train the Trainers Workshop*.
- [W10] **Mystakidis, S.** (2020). Transform your E-learning with Playful Design and Gamification. *Webinar for the BCS e-learning and BCS Animation and Games Development SGs*. Online, 5 October 2020: British Computer Society. Retrieved from: <https://www.slideshare.net/stylianasm/transform-your-elearning-with-playful-design-and-gamification>
- [W9] **Mystakidis, S.** (2015). Open Innovative Virtual Vocational Education & Training. In *Learning Providers and the Competitiveness Challenge: Promoting Quality in Education and Training Delivery at EU Level CEDEFOP Seminar*. Thessaloniki, Greece. Retrieved from: <https://www.slideshare.net/stylianasm/open-innovative-virtual-vocational-education-training>
- [W8] Perifanou, M., Beard, A., & **Mystakidis, S.** (2015). Towards a European Education Pioneers Network: Sharing the Best Ideas and Practices. Online, 15 December 2015: Open Education Europa, European Commission.
- [W7] **Mystakidis, S.**, & Perifanou, M. (2015). Connecting Education Pioneers across Europe. In *Game Based Learning to Alleviate Early School Leaving*. Valletta, Malta, 29 October 2015.

- [W6] Perifanou, M., Beard, A., & **Mystakidis**, S. (2015). Educational Innovation across Europe: Shaping the future classrooms. Online, 1 October 2015: Open Education Europa.
- [W5] **Mystakidis**, S. (2015). Open Motivation-Enhanced Virtual Learning: Innovative 21st Century Blended Learning. In *11th Joint TEL Summer School (JTEL 2015)*. Ischia, Naples, July 4-11, 2015: European Association of Technology Enhanced Learning.
- [W4] Perifanou, M., Beard, A., & **Mystakidis**, S. (2015). EU MOOCs: A challenge for Europe, a benefit for all. Online, 26 May 2015: Open Education Europa, European Commission.
- [W3] Perifanou, M., **Mystakidis**, S., & Beard, A. (2015). Moving towards Open Educational Practices. Online, 21 April 2015: Open Education Europa, European Commission.
- [W2] **Mystakidis**, S. (2013). Information Literacy & Smart Life-Long Learning: Knowledge Antidotes in Economic Crisis. In *Libraries Development of Cyprus Association of Librarians Seminar – Information Scientists (CALIS)*. Retrieved from: <https://www.slideshare.net/stylianosp/knowledge-antidotecyprusv1>
- [W1] **Mystakidis** S. & Gadler-Pratt A. (2012). iHUB: Fast Track Virtual Worlds Education - Best Practices of Instructional Design, Development of 3D Learning Environments and Teaching in Virtual Worlds Workshop. *Federal Consortium for Virtual Worlds. Inspire the Future*, Washington D.C., USA, 16-18 May 2012.

Πόστερ

- [P4] Theologi-Gouti, P., Iliopoulos, I., **Mystakidis**, S., & Kotzamanidi, I. (2024, September 24). Science Education Outreach with Playful Museum Kits for Sustainability: Insights from a Pilot Project of the Science and Technology Museum of the University of Patras, Greece. *UMAC-Universeum 2024 Annual Conference*.
- [P3] Theologi-Gouti, P., Iliopoulos, I., & **Mystakidis**, S. (2022). Harnessing the Power of local Museum-School Cultural, Environmental and Health Education Networks: The Case of the Science and Technology Museum of the University of Patras, Greece. *UMAC-NATHIST-ICME-ICR 2022 Joint Annual Conference*. Prague, 22-23 August 2022: ICOM.
- [P2] Fragkaki, M., **Mystakidis**, S., & Filippousis, G. (2020). Design and Evaluation of an Augmented and Virtual Reality Flipped-Learning Course for K-12 Educators.

Poster presented in the 6th International Conference of the Immersive Learning Research Network (ILRN 2020).

- [P1] **Mystakidis, S.** (2012). Explore the 2012 Maya Island while you have time! Poster presented in the 2012 Virtual Worlds Best Practices in Education Conference. (**Best poster award**)

Εμπειρία ως Επιμελητής & Αξιολογητής

- Εμπειρία ως Επιμελητής
- [EDB02] Editorial Review Board member, *International Journal of Environment, Workplace and Employment (IJEWE)*, 2023-today
<https://www.inderscience.com/jhome.php?jcode=ijewe>
 - [EDB01] Associate Editor, *International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)*, 2021-today <https://www.igi-global.com/journal/international-journal-gaming-computer-mediated/1125>
 - [ED6] Editorial Review Board member, *International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)*, 2021-today <https://www.igi-global.com/journal/international-journal-gaming-computer-mediated/1125>
 - [ED5] Lead Guest Editor, Research Topic “Breaking Out of Boring E-learning: Digital Escape Rooms in Education and Training”, *Frontiers in Education*, 2021-2022
<https://www.frontiersin.org/research-topics/27652/digital-escape-rooms-a-problem-based-approach-to-education-and-training>
 - [ED4] Guest Editor, Special Issue “Virtual & Augmented Reality Innovations for Teachers, Teacher Education, and Professional Development”, *Computers*, 2021-2022
https://www.mdpi.com/journal/computers/special_issues/XR_Edu
 - [ED3] Guest Editor, Special Issue “Playful Design Applications in Digital Education & Training”, *Applied Sciences*, 2021
https://mdpi.com/journal/applsci/special_issues/playful_design_applications
 - [ED2] Associate Editor, Volume 20, *The International Journal of Technologies in Learning*, 2015
 - [ED1] Guest Editor, Special Issue “Learning in cyber-physical worlds”, *eLearning Papers*, 2014

Εμπειρία ως Αξιολογητής

- 240+ κρίσεις εργασιών σε 35+ περιοδικά ευρετηριασμένα στη βάση Scopus και συνέδρια.

Εμπειρία ως Μέλος
Επιτροπής Προγράμματος &

- General Chair - International Conference of the Immersive Learning Research Network 2026
- General Chair - International Conference of the Immersive Learning Research Network 2025

Κριτής (Συνέδρια)

- Publicity Chair - International Conference of the Immersive Learning Research Network 2024
- Publicity Chair - International Conference of the Immersive Learning Research Network 2023
- IEEE International Conference on Advanced Learning Technologies ICALT
- European Conference on Technology Enhanced Learning ECTEL
- IEEE VR Conference
- International Conference on Interactive Mobile Communication, Technologies & Learning IMCL
- International Conference on Energy Efficiency and Agricultural Engineering
- International Conference in Open and Distance Learning ICODL
- International Conference on Communications, Computation, Networks & Technologies INNOV

Έργα Έρευνας & Ανάπτυξης

Συμμετοχή σε Ευρωπαϊκά Έργα

- [PR14] Esports as Accelerator for Social Inclusive Education (101086885-EASIE-ERASMUS-EDU-2022-PI-FORWARD, 2023-26)
- [PR13] Most Valuable Play (KA220-SCH-96DE057D, 2024-26)
- [PR12] European Atelier of Crafts 4.0., Digital Skills and Augmented Didactics applied to the European Atelier of Crafts Model / Create 4.0 (021-1-IT01-KA220-VET-000033022 Erasmus+ KA2) Researcher - Technical Expert (2023-24)
- [PR11] e-Preparation Portal for Teachers-Students-Parents Including Abroad Studies / e-Prep (KA226-26F82943 Erasmus+ KA2) Researcher (2021-23)
- [PR10] Neuropedagogy (KA203-41FE74FE Erasmus+ KA2) Researcher (2020-22)
- [PR09] Boosting Innovation in Education and Research of Precision Agriculture in Palestine / BENEFIT (609544-EPP-1-2019-1-PS-EPPKA2-CBHE-JP Erasmus+ KA2) Researcher (2020-24)
- [PR08] Digital Competence of Teachers (Open University of Cyprus for Cyprus Pedagogical Institute) Lead of Course Development & Author of Educational Material (2019-20)
- [PR07] CRAFT AND SMEs VET-NET (609100-EPP-1-2019-1-IT-EPPKA3-VET-NETPARR Erasmus+ KA3) Technical Expert (2019-21)
- [PR06] Promoting Environmentally Sustainable SMEs / PreSS (538851-LLP-1-2013-1-UK-ERASMUS-EQR LLP) Researcher (2015)
- [PR05] Open Education Europa (EC) Contractor (2014-15)
- [PR04] Unleash your creativity with opensource hardware & software (Erasmus+ KA1, 2014)
- [PR03] Language learning and social media: 6 key dialogues (LLP) Contractor (2012)
- [PR02] Digital Agenda Assembly (EC) Contractor (2012)
- [PR01] E-FEATS - Social Entrepreneurship for the Future European Social Model (EC, DG EAC) Contractor (2003-4)

Κρίση Ευρωπαϊκών και
Εθνικών Έργων

- Κρίση προτάσεων για το έργο της ΕΕ HORIZON-MSCA-DN-2023 & 2024– 'Doctoral Networks' call (6 κρίση)
- Εξωτερικός Κριτής για το Πανεπιστήμιο του Κατάρ από το 2022 (3 προτάσεις έργου στην κατηγορία High Impact Grant – cycle 6, 2022 & cycle 8, 2024).
- Πιστοποιημένος Κριτής - Εμπειρογνώμονας του European Cooperation in Science and Technology (COST) με συμμετοχή σε 5 διεθνή Review Panels αξιολόγησης ισάριθμων προτάσεων Ευρωπαϊκών έργων από το 2020
- Πιστοποιημένος Αξιολογητής - Εμπειρογνώμονας του Ελληνικού Ιδρύματος Έρευνας και Καινοτομίας (ΕΛ.ΙΔ.Ε.Κ.) από το 2021