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Curriculum vitae

PERSONAL INFORMATION	**Charalambos Vrasidas, Ph.D.**

📍 26 Lykavitou, 1st Floor, 2401 Nicosia (Cyprus)

📱 +357 99 383899

✉ pambos@cardet.org

🌐 http://www.vrasidas.com http://www.cardet.org

WORK EXPERIENCE

2004–Present

Executive Director – Founder

Centre for the Advancement of Research and Development in Educational Technology (CARDET)
29 Lykavitou Avenue (1st floor), 2401 Nicosia (Cyprus)
www.cardet.org

Coordinated and/or prepared more than 500 grant proposals.

Managed and served as a trainer and a researcher in more than **200 funded projects in more than 30 countries**.

Selected relevant projects are listed below:

· **Online Game for Entrepreneurship and Innovation (EntrInno) (ERASMUS+, 2015-2017):** EntrInno addresses the demands of revisiting the notions of entrepreneurship and innovation, as the driving forces of a new EU culture that will be sustainably developed financially and socially and enhance users' aptitudes for new socio-economic initiatives and interventions.

· **Business Advice and Guidance training for women Entrepreneurs (BADGE), (European Commission, 2014-2016):** BADGE aims to transfer and adapt an innovative support programme - Diversity in Business Workshops and that will enable female start-ups experiencing double-disadvantage to gain valuable soft skills and competences to assist them starting up their own business.

· **New pathways of youth to labour market through lifestyle self – employment (SELF-E), (ERASMUS+2017-2020):** The main aim of the SELF-E project is to promote quality youth work in order to foster lifestyle self-employment of young people with fewer opportunities, including NEETs.

· **Financial Education for Future Entrepreuners (FEFE) (ERASMUS+, 2016-2018):** FEFE is a cross-sectoral co-operation which will develop the financial literacy and entrepreneurial mind-sets of learners across Vocational Education and Training (VET) and Higher Education (HE) contexts.   The central feature of the project is the development and implementation of a digital 'serious game' (a game the primary purpose of which is learning/training) which are freely available as an Online Education Resource (OER) accessible via iPhones and Android phones.

·**Lifestyle Entrepreneurship (ACE) (ERASMUS+, 2015-2017):** The project focuses on adult education and employment in Europe. This project will contribute to meeting the Europe 2020 goals to increase employment rate by 75% and participation target of 15% in lifelong learning through development of the basic and specific competences of adult educators.

· **"Generativity: Manage it!" (ERASMUS+, 2016-2018):** The project focuses on the direct impact of maximizing the capacity in fund-raising, on project management cycle and on the adoption of innovative ICT solutions.

· **Intercultural Joint Awareness Raising, (EuropeAid, 2013-2015):** The project intends to develop a common curricula among the partnership, together with the representatives of youth associations and youth in general, in the partner countries, who constitute the main target groups of the project focusing on civic participation and development education.

· **School on Cloud: connecting education to the Cloud for digital citizenship (CLASHE), (European Life Long Learning Programs, 2013-2015):** The Cloud is a major technological breakthrough with huge potential for education. It allows students and their tutors/teachers to interact productively in formal and informal education situations.

·**"Online Resources for Special Education Needs", (European Life Long Learning Programs, 2010-2012):** In the context of the ORSEN project, the partners developed and pilot the first open

access Special Education needs virtual classroom.

· **Multiple Intelligences Instructional Design Framework for Virtual Classes (Funded by the European Commission - MINERVA Action).** The program is in collaboration with the Waterford Institute of Technology and 5 other EU partners. This project will use the theory of multiple intelligences as a conceptual tool for the design of e-learning. One of the main goals is to develop and validate an instructional design framework for virtual classes (http://www.virtualclassescentre.com/).

· **Blended learning. (Funded by the EU, The government of Cyprus, and the Research Promotion Foundation).** The aim of the project is to develop blended learning courses for teachers and trainers.

· **Web-Comics.** The project is funded by the Comenius Action (EU) and aims at developing activities for teachers who will use technology to support students to build their own comics in thematic areas like science and language studies.

· **Program Director and Principal Investigator, Evaluation of ICT related Teacher professional development by Cyprus Ministry of Education (200,000 Euro).** The focus of this project is to assess the quality and effectiveness of teacher PD by conducting 10-pilot cases in 10 different primary schools across Cyprus. Data were collected via classroom observations, interviews, questionnaires and document reviews.

· **Local program coordinator. Multiple Intelligences Instructional Design Framework for Virtual Classes (Funded by the European Commission - MINERVA Action).** The program is in collaboration with the Waterford Institute of Technology and 5 other EU partners. This project will use the theory of multiple intelligences as a conceptual tool for the design of e-learning. One of the main goals is to develop and validate an instructional design framework for virtual classes (http://www.virtualclassescentre.com/).

· **Using New Media to prevent and combat against Media Violence (2010 -2012):** The project focuses on combating media violence and making children, teachers and parents aware of the risks and hazards of social networking technologies and educating them to use such technnologies in appropriate ways.

Detailed list of successful grants at www.cardet.org.

Business or sector Research and Development Organisation

2015–Present   **Professor of Learning Innovations and Evaluation**

University of Nicosia, Nicosia (Cyprus)
https://www.unic.ac.cy/

-Advice undergraduate and graduate students in the department and supervise their final research projects/thesis/dissertations.

-Teach undergraduate and graduate classes in the following areas:

- Research & Evaluation Methods
- Educational Technology

2010–Present   **Associate Dean for Distance Education & E-Learning**

University of Nicosia, Nicosia (Cyprus)

2003–2014   **Associate Professor of Learning Innovations and Evaluation**

University of Nicosia, Nicosia (Cyprus)
www.unic.ac.cy

-Advice undergraduate and graduate students in the department and supervise their final research projects/thesis/dissertations.

-Teach undergraduate and graduate classes in the following areas:

- Research & Evaluation Methods
- Educational Technology

Business or sector Higher Education

2000–2004	**Coordinator of Research and Evaluation**

Center for Application of Information Technologies, Western Illinois University, Illinois (United States)
www.cait.org

Under this capacity, I supervised research and evaluation conducted by more than 20 researchers and graduate assistants at CAIT

Business or sector Research and Development Centre

1994–1996	**Program Director**

College of Education and Human Services TV channel, Western Illinois University, Illinois (United States)
www.wiu.edu

Supervise the development of video production and live broadcasts delivered by the Satellite Education Network at Western Illinois University.

Business or sector TV production

EDUCATION AND TRAINING

1995–1999	**Ph.D. in Curriculum and Instruction, Educational Media and Computers with emphasis on research and evaluation methods**

Arizona State University, Arizona (United States)

1994–1995	**M.Ed. Instructional Technology and Telecommunications**

Western Illinois University, Illinois (United States)

Emphasis on multimedia development

1992–1994	**B.Sc. Photography and Multimedia, Minor: Film**

Western Illinois University, Illionois (United States)

1986–1989	**Teacher Certificate**

Pedagogical Academy of Cyprus, Nicosia (Cyprus)

PERSONAL SKILLS

Mother tongue(s)   Greek

Foreign language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
C2	C2	C2	C2	C2
B1	B1	B1	B1	B1

English (C2 row) · Spanish (B1 row)

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills   Excellent interpersonal and communication skills

Digital skills

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving

Proficient user	Proficient user	Proficient user	Proficient user	Proficient user

Digital skills - Self-assessment grid

ADDITIONAL INFORMATION

Funding of Research and Development Projects (1994-today)

EuropeAid, European Commission, United Nations Development Program, Presidency Fund, Cyprus Government, European Structural Funds, European Solidarity Fund, Cyprus Research Promotion Foundation, United States Department of Education - CAIT, Illinois State Board of Education - CAIT, Luda Education Foundation - CAIT, Western Illinois University - CAIT, Microsoft, Bureau of Education, Taipei – Taiwan, Commonwealth of Learning, Socrates Program/European Commission, College of Education, Arizona State University, National Science Foundation, The Pew Charitable Trusts, Arizona State University, Intel Corporation, IBM Corporation, Apple, Texas Instruments, Motorola Corporation, Satellite Education Network, TI-IN Network, United States Department of Education Star Schools Grant, Western Illinois University

Honours and awards

Best Poster Paper award, EdMedia, Vienna (2008)

First Distinguished Alumni Award, Western Illinois University (2007)

AECT Teacher Education Division Outstanding Book of the Year Award (2006)

Best Paper Award, Elearn International Conference, Edinburgh (2004)

Best Paper Award, Elearn International Conference, Edinburgh (2003)

Fellowship, United States Department of Education/Western Illinois University (2000-2001)

Finalist, for web design in a European competition on Web-Art, Athens, Greece (http://www.ucy.ac.cy/research/ethno/) (1999-2000)

Graduate Student Travel Grant Award, Arizona State University, (1997-1999)

Fellow, Pew Charitable Trusts, *Arizona State University*. The Pew Fellowship is given out to outstanding doctoral students in the USA who excel in research and academics (1997-1999)

New Media Silver Metal Award, USA, for best production of an educational software on CD-ROM (1996-1997)

Graduate Assistantship, *Western Illinois University*. Scholarship for graduate studies at the Masters level (1994-1996)

Departmental Scholar Award, *IT Department, Western Illinois University*. Honor awarded to the best student in the department (1993-1994)

The National Dean's List (1993-1994)

Fulbright Scholarship (1992-1994)

Editorial Boards and Service Experience

Editor-in-Chief, *Educational Media International,* a refereed scholarly journal with over 40 years of history, published by Taylor & Francis (2006- today)

Editor, Book Series, "Learning Innovations" (2014-today)

Editor in Chief, CARDET Press, an international press specializing on online digital publications (press.cardet.org) (2014-today)

Editorial Board, *International Journal for Innovation and Quality and in Learning* *http://innoqual.efquel.org/editorial-board/ (*2013-today)

Guest Editor, *International Journal of Web-based Communities: special issue on Teacher professional development networks (2014-today)*

Editor in chief, *Current Perspectives on Applied Information (2001-today) (Technologies,* a book series on information technologies published by Information Age Publishing. I have been co-editing with Gene Glass this series. Case studies from around the world have been systematically selected from world known scholars representing institutions such as the **Open University UK**, and the **Open University of the Netherlands**, **Harvard, MIT, UCLA**, and **Boston College**.

Guest Editor, *Educational Media International* special issue on Technology and International Development (2006)

Assistant Editor, *Newsletter* for the American Educational Research Association, Division B: *Curriculum Studies (2003-today)*

Editorial Board, *Quarterly Review of Distance Education (2006-today)*

Editorial Board, Innovation in Language Learning and Teaching (Journal) (2006-today)

Editorial Board, *Educational Media International (2003-today)*

Editorial Board, *International Journal of Learning Technologies (2002-today)*

Consulting Editor, *Journal of Visual Literacy (2000-today)*

Editorial Reviewer, *The American Journal of Distance Education (2000-today)*

Editorial Reviewer, *Distance Education (2001-today)*

Editorial Reviewer, *Educational Policy Analysis Archives (2001-today)*

Newsletter Editor & Website Coordinator, *American Educational Research Association* special interest group (SIG) *Instructional Technology (1999-today)*

Editorial Reviewer, *Educational Computing Research Journal (1999-today)*

Editorial Reviewer, *British Journal of Educational Technology (2002-today)*

Editorial Reviewer, *Educational Evaluation and Policy Analysis (2002-today)*

Editorial Reviewer, *Teachers College Record (1999-today)*

Editorial Reviewer, *International Journal of Leadership in Education: Theory and Practice (2001-today)*

Associate Editor/Design Editor, *Current Issues in Education*, College of Education electronic journal, *Arizona State University*. I am one of the founding members of the editorial board. (http://cie.asu.edu) (1998-1999)

Participated in the **Preparing Future Faculty** program, which prepares doctoral students to become university faculty (1997-1999)

Book Reviewer for *Wadsworth* and *Prentice-Hall* Publishers (1996-1999)

Board of Directors of the *International Visual Literacy Association (1996-1999)*

Consulting Design Editor of the scholarly-refereed journals, *Education Policy Analysis Archives* (http://epaa.asu.edu) and *Education Review* (http://www.ed.asu.edu/edrev/) (1996-1999)

Professional Affiliations

·European Distance Education Network

·International Council of Educational Media (Member of the Executive Committee, and representative of Cyprus to this UNESCO affiliated organization).

·American Society for Training and Development

·European Association of Research in Learning and Instruction.

·American Educational Research Association.

·Pedagogical Society of Cyprus.

Publications/ Refereed Journal Publications

Vrasidas, C., & McIsaac, S. M. (1999). Factors influencing interaction in an online course. The American Journal of Distance Education, 13(3), 22-36.

McIsaac, M. S., Blocher, M., Mahesh, V., & Vrasidas, C. (1999). Student interactions and perceptions of online courses. Educational Media International, 36(2), 121-131.

Vrasidas, C. (2000). Pictures in our head and sociocultural issues of the moving image. Journal of Visual Literacy, 20(1), 101-110.

Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education. International Journal of Educational Telecommunications, 6(4), 339-362.

Vrasidas, C., & McIsaac, M. (2000). Principles of pedagogy and evaluation of Web-based learning, Educational Media International, 37(2), 105-111.

Vrasidas, C. (2000) Promises of electronic forms of data representation and scholarly publication. Teachers College Record [online] Available at http://www.tcrecord.org/Content.asp?ContentID=10546.

Vrasidas, C., & McIsaac, M. (2001). Integrating technology in teaching and teacher education: Implications for policy and curriculum reform. Educational Media International, (38)2/3), 127-132.

Vrasidas, C. (2002). A systematic approach for designing hypermedia environments for teaching and learning. International Journal of Instructional Media 29(1), 13-25.

Vrasidas, C. (2002). Educational Technology in Cyprus and Strategies for Higher Education.

Educational Media International, 39(2), 123-131.

Vrasidas, C. (2002). A working typology of intentions driving face-to-face and online interaction in a graduate teacher education course. Journal of Technology and Teacher Education, (10)2, 273-296.

Vrasidas, C. (2003). The design, development, and implementation of the LUDA Virtual High School. Computers in the Schools, 20(3), 15-25.

Vrasidas, C., Zembylas, M., & Chamberlain, R. (2003). Complexities in the evaluation of distance education and virtual schooling. Educational Media International, 40(3/4), 201-208.

Vrasidas, C., & Zembylas, M. (2003). The nature of technology-mediated interaction in globalized distance education. International Journal of Training and Development, 7(4), 1-16.

Papanastasiou, E. C., Zembylas, M & Vrasidas, C. (2003). Can computer use hurt science achievement? The USA results from PISA. Journal of Science Education and Technology, 12(3), 325-332.

Vrasidas, C., Zembylas, M., & Legaspi, J. M. (2004). EmpowerICT: eLearning for in-service Teacher Education and Support. International Journal of The Computer, the Internet and Management, 12(2), (May-August, 2004), 81 -86.

Papanastasiou, E., Zembylas, M. & Vrasidas, C. (2004). Computer use and science achievement: Data from the US and Germany. International Journal of Continuing Engineering Education and Life-Long Learning.

Angelides, P., Charalambous, C., & Vrasidas, C. (2004). Reflections on policy and practice of special/inclusive education in pre-primary schools in Cyprus. European Journal of Special Needs Education, 19(2), 211-223.

Vrasidas, C., & Zembylas, M., & Chamberlain, R. (2004). The design of online learning communities: Critical issues. Educational Media International, 41(2), 135-142.

Zembylas, M. & Vrasidas, C. (2004). Emotion, reason and information/communication technologies in education: Some issues in a postemotional society. E-Learning Online Journal, 1, 105-127. Available at www.triangle.co.uk/ELEA

Vrasidas, C. & Zembylas, M. (2004). Online professional development: Lessons from the field. Education and Training, 46(6/7), 326–334.

Αγγελίδης, Π., Χαραλάμπους Κ., & Βρασίδας, Χ. (2004). Οι εκπαιδευτικοί ως παράγοντας περιθωριοποίησης στην πορεία προς τη συμπεριληπτική εκπαίδευση. Σύγχρονη Εκπαίδευση, 137, 107-119 [in Greek].

Vrasidas, C., & Zembylas, M. (2004). Review of "The Digital Revolution and the Coming of the Postmodern University" (Carl Raschke, New York: Routledge/Falmer, 2002, 129 pages). Education Review, Accessed directly at http://edrev.asu.edu/reviews/rev245.htm

Zembylas, M., & Vrasidas, C. (2005). Globalization, Information and Communication Technologies, and the Prospect of a "Global Village": Promises of Inclusion or Electronic Colonization? Journal of Curriculum Studies, 37 (1), 65-83.

Zembylas, M., & Vrasidas, C. (2005). Levinas and the "inter-face": the ethical challenge of online education. Educational Theory, 55 (1), 61-78.

Moon, S., Birchall, D., Williams, S., & Vrasidas, C. (2005). Developing design principles for an e-learning programme for SME Managers to support accelerated learning at the workplace. Journal of Work-Based Learning, 17(5/6), 370-384.

Papanastasiou, E., Zembylas, M. & Vrasidas, C. (2005). An Examination of the PISA Database to Explore the Relationship between Computer Use and Science Achievement. Education Research and Evaluation, 11(6), 529-543.

Vrasidas, C. & ENVETI team. (2007). ICT as a Tool for Environmental Education, Peace, and Reconciliation technology and international Development, Educational Media International, 44 (2), 129-140.

Zembylas, M., & Vrasidas, C. (2007). Listening for silence in text-based online encounters. Distance Education, 28, 5-24.

Angelides, P., Vrasidas, C. & Charalambous, C. (2007) Teachers' practice as a marginalization factor in the process for inclusive education. Journal of the International Association of Special Education, 8(1), 20-30.

Vrasidas, C., Avraamidou, L., & Retalis, S. (2008). Elearning case studies from Cyprus. Distance Learning.

Constantinou, C., Retalis, S., Papadopoulos, G., & Vrasidas, C. (2009). Combining Streaming Media and Collaborative Elements to Support Lifelong Learning. Intelligent Collaborative e-Learning

Systems and Applications, 19-36.

Vrasidas, C. (2010). Why Don't Teachers Adopt Technology? A Survey of Teachers' Use of ICT in the Republic of Cyprus. Elearning Magazine. Available online http://www.elearnmag.org/subpage.cfm?section=case_studies&article=46-1.

Vrasidas, C. & Theodolou, F. (2013). Ηλεκτρονικά παιχνίδια και μάθηση. Πληροφορική,24, 24-29.

Vrasidas, C. & Solomou, M. (2013). Using educational design research methods to examine the affordances of online games for teacher learning. Educational Media International, 50 (3), 1-14.

Vrasidas, C. (2015). The rhetoric of reform and teachers' use of ICT. British Journal of Educational Technology, 46(2), 370-380.

Riccioni, O., Vrasidas, C., Brcic, L., Seiwerth, S., Smeets, A., Krieken, J., & Lazaris, A. (2015). Acquiring experience in pathology predominatly from what you see, not from what you read: The HIPON e-learning platform. Advances in Medical Education and Practice, 5(6), 1-7.

Veletsianos, G. & Vrasidas, C. (2015). What is it like to learn and participate in MOOCs? Special issue of the international peer reviewed journal, Educational Media International, 58(2).

Veletsianos, G. & Vrasidas, C. (2015). Contributions to the mosaic describing learners' experiences with open online learning, Educational Media International, 58 (2), 69-71.

Lazaris, C. A. et al. (2015). Implementation of Experiential Learning in Pathology: Impact of Hipon Project Concept and Attainment. International Archives of Medicine, 8(211), 1-7. (doi: 10.3823/1810).

Vrasidas, C., Avraamidou, L., Theodoridou, K., & Themistokleous, S. (2015). Science Fiction in Education: Case studies from classroom implementations. Educational Media International, 58(3).

Theodoulou, F., Vrasidas, C., & Avraamidou, L. (2015). Flow and the pedagogical affordances of computer games: A case study. Educational Media International, 58(4).

Papamichael, E., Ioannou, S., Vrasidas, C., Anastasiou, E. & Theofanous, E. (2018). iDecide: supporting inclusive decision-making in European schools. Intercultural Education, 29 (3), 434-439. https://doi.org/10.1080/14675986.2018.1442913.

Vrasidas, C. & Hadjisofoclis, D. (2018). Cost-Effectiveness of Digital Learning for Development: Towards a Systematic, Systemic, and Sustainable Framework. Digital Learning for Development.

Publications/ Books	Vrasidas, C., & Glass, C. V. (2002). (Eds.) Distance Education and Distributed Learning. Charlotte, NC: Information Age Publishing, Inc.

Vrasidas, C., & Costley, C. (2003). (Eds.). The work-based learning paradigm: Developing models for generating practitioner knowledge. Proceedings of the Work-based learning: Promises and Perils of Lifelong Learning conference. Nicosia, Cyprus.

Vrasidas, C., & Glass, C. V. (2004). (Eds.). Online Professional Development for Teachers. Charlotte, NC: Information Age Publishing, Inc.

Vrasidas, C., & Glass, C. V. (2005). (Eds.). Preparing Teachers to Teach with Technology. Charlotte, NC: Information Age Publishing, Inc.

Vrasidas, C. (2006). Qualitative Research and Evaluation Methods in Education. Nicosia: CARDET.

Vrasidas, C. Glass, C. & Zembylas, M. (2009). ICT for Education, Development and Social Justice. Charlotte, NC: Information Age Publishing, Inc.

Vrasidas, C. & Panaou, P. (2012). Design thinking in education, media and society. Nicosia: CARDET. Conference proceedings of the 62nd annual conference of the International Council for Educational Media, Nicosia.

Vrasidas, C. (2014). Introduction to qualitative research. Nicosia: CARDET Press.

Panaou, C. & Vrasidas, C. (In Press). For the love of Reading. Nicosia: CARDET Press.

Vrasidas, C. Zembylas, M., & McIsaac, M. (Ed). Book series on Learning Innovations. Technology, literacy, and 21st century skills.

Publications/ Chapters in Books	Vrasidas, C., & McIsaac, S. M. (2000). Factors influencing interaction in an online course. In M. G. Moore & Cozine, G. T. (Eds.), Web-based Communications, the Internet, and Distance Education (pp. 62-72). University Park, PA: The American Center for the Study of Distance Education.

Vrasidas, C. (2001). Interpretivism and Symbolic Interactionism: "Making the Familiar Strange and Interesting Again" in Educational Technology Research. In Heinecke, W., & Willis, J. (Eds.), Research Methods in Educational Technology (pp. 81-99). Greenwich, CT: Information Age Publishing, Inc.

Vrasidas, C., & Glass, G. V. (2002). Introduction. In C. Vrasidas & G. V. Glass (Eds.), Current

Perspectives in Applied Information Technologies: Distance Education and Distributed Learning (pp. xi-xvi). Greenwich, CT: Information Age Publishing, Inc.

Vrasidas, C., & Glass, G. V. (2002). A conceptual framework for studying distance education. In C. Vrasidas & G. V. Glass (Eds.), Current Perspectives in Applied Information Technologies: Distance Education and Distributed Learning (pp. 31-56). Greenwich, CT: Information Age Publishing, Inc.

Zembylas, M., Vrasidas, C., & McIsaac, M. S. (2002). Of nomads, polyglots, and global villagers: Globalization, information technologies, and critical education online. In C. Vrasidas & G. V. Glass (Eds.), Current Perspectives in Applied Information Technologies: Distance Education and Distributed Learning (pp. 201-224). Charlotte, NC: Information Age Publishing, Inc.

Vrasidas, C. (2003). Development of the digital high school project: A school-university partnership. In M. Corry & C. H. Tu. Distance education: What works well (pp. 15-26). New York: The Haworth Press, Inc.

Vrasidas, C. (2003). Concepts to consider when studying computer-mediated interaction and online learning. In Y. Manolopoulos, Evripidou, S. & Kakas, A (Eds.), Lecture Notes in Computer Science. Springer-Verlag.

Vrasidas, C., & Glass, (2004). Teacher professional development: Issues and trends. In C. Vrasidas & G. V. Glass (Eds.), Current Perspectives in Applied Information Technologies: Online professional development for teachers (pp. 1-12). Greenwich, CT: Information Age Publishing, Inc.

Βρασίδας, Χ., Ζεμπύλας, Μ., & Πέτρου, Α. (2005). Σύγχρονα παιδαγωγικά μοντέλα και ο ρόλος της εκπαιδευτικής τεχνολογίας. Στο: Σ. Ρετάλης (επιμ.) Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης. (σελ. 35-58), Αθήνα: Εκδόσεις Καστανιώτη.

Βρασίδας, Χ., & Ρετάλης, Σ. (2005). Ο σχεδιασμός και η ανάπτυξη υλικού διαδικτυακής μάθησης. Στο: Σ. Ρετάλης (επιμ.) Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης. (σελ. 59-77), Αθήνα: Εκδόσεις Καστανιώτη.

Vrasidas, C., Zembylas, M., & Petrou, A. (2005). Contemporary learning theories and educational technologies. In S. Retalis (Ed.), Technology and learning. (in Greek).

Vrasidas, C., Chamberlain, R. (2005). The role of the university in k-12 elearning. In B. Zane & Clark, T. Virtual schools and K-12 learning: Planning for success.

Βρασίδας, Χ., & Μαυροειδής, Γ. (2005). Δια βίου εκπαίδευση-μάθηση και ο ρόλος της (νέας) τεχνολογίας. Στο: Π. Αγγελίδης & Γ. Μαυροειδής (επιμ.) Εκπαιδευτικές καινοτομίες για το σχολείο του μέλλοντος. (σελ. 251-276), Αθήνα: Τυπωθήτω.

Βρασίδας, Χ. (2005). Εκπαιδευτική τεχνολογία και η επιμόρφωση των εκπαιδευτικών. Στο: Π. Αγγελίδης & Γ. Μαυροειδής (επιμ.) Εκπαιδευτικές καινοτομίες για το σχολείο του μέλλοντος. (σελ. 349-363), Αθήνα: Τυπωθήτω.

Vrasidas, C., & Glass, (2005). Achieving technology integration in classroom teaching. In C. Vrasidas & G. V. Glass (Eds.), Current Perspectives in Applied Information Technologies: Preparing teachers to teach with technology (pp. 1-22). Greenwich, CT: Information Age Publishing, Inc.

Αγγελίδης, Π., Χαραλάμπους, Κ., & Βρασίδας, Χ. (2005). Οι εκπαιδευτικοί ως παράγοντας περιθωριοποίησης στην πορεία προς τη συμπεριληπτική εκπαίδευση. Στο. Αγγελίδης, Π. (επιμ.). Συμπεριληπτική εκπαίδευση. Από το περιθώριο στη συμπερίληψη. (σελ. 54-67). Λευκωσία, Εκδοτικός Οίκος Κυπροεπεια.

Stylianou, A., Vrasidas, C., Christodoulou, N., Zembylas, M., & Landone, E. (2005). Technologies Challenging Literacy: Hypertext, Community Building, Reflection, and Critical Literacy. In R. Subramaniam (Ed.). Literacy in Technology at the K-12 Level.

Vrasidas, C., Landone, E., Christodoulou, N., & Zembylas, M. (2005). Language Learning and User-Centered Design: The Development of the Electronic European Language Portfolio. In P. Zaphiris & G. Zacharia, (eds.). User Centered Computer Aided Language Learning. Hershey, PA: IDEA Group Inc.

Vrasidas, C., & Zembylas, M. (2006). Technology and professional development. Chapter in Pedagogy for Autonomy in Europe, M. Raya & T. Lamb (Eds.)

Vrasidas, C., & Glass, C. V. (2007). Teacher Professional Development and ICT: Strategies and Models. In Smolin, L., Lawless, K., & Burbules, N. (Eds.). Information and Communication Technologies: Considerations of Current Practice for Teachers and Teacher Educators. Chicago, IL: National Society for the Study of Education.

Vrasidas, C., & Veletsianos, G. (2009). THEORETICAL FOUNDATIONS OF SOCIAL COMPUTING AND VIRTUAL COMMUNITIES. In Zaphiris, P. & Ang, C. S. (Ed.). Social Computing and Virtual Communities. Taylor and Francis

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