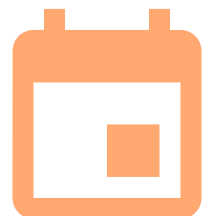


THE STUDY ROOMS
DES - DIETSCHI EDUCATIONAL SERVICES

Workshops Catalogue Jan-Mar .20

Inspiring Minds





Calendar

January 2020

- 22/01/2020 **A structured EFL lesson plan based on drama scheme for young learners** | Eleni Lagou
24/01/2020 **Building public speaking skills through TEDEd Clubs - Activities to incorporate in your lesson** | George Tsioumanis

February 2020

- 01/02/2020 **Fresh ideas for teaching the four language skills to EFL learners: Reading And Writing** | Olga Leondaris
02/02/2020 **Fresh ideas for teaching the four language skills to EFL learners: Listening And Speaking** | Olga Leondaris
05/02/2020 **Teaching through stories** | Eleni Lagou
07/02/2020 **Teaching children with autism, aspergers and ADHD** | Nina Stamelou
09/02/2020 **A creative approach to exam preparation** | Dr Luke Prodromou
09/02/2020 **The serious business of humour in the language classroom** | Dr Luke Prodromou
12/02/2020 **Bringing creative writing into life through drama** | Eleni Lagou
16/02/2020 **"To tech or not to tech?" Don't bother to answer - you should know the answer!** | Dimitris Farmakis
23/02/2020 **Process art workshop: "Beautiful oops"** | Marina Sgourou
26/02/2020 **HIT learners with music! They feel no PAIN!** | Theodore Lalos

March 2020

- 06/03/2020 **Classroom behaviour management: Promoting positive behaviour** | Nina Stamelou
13/03/2020 **Θετική εκπαίδευση: Οι αρχές της θετικής ψυχολογίας στην υπηρεσία της εκπαίδευσης** | Δρ. Ειρήνη Καρακασίδου
14/03/2020 **«do it like... δεριζνοουτουμορου»** | Άγγελος Πατσιάς
15/03/2020 **Taster into Neurolanguage Coaching®** | Rachel M. Paling
20/03/2020 **Positive Leadership** | Δρ. Άννυ Μπενέτου
22/03/2020 **Re-Imagining Teacher Observation & Feedback: Reflective Creativity and Empowerment** | Lilika Couri



22.01
2020

A structured EFL lesson plan based on drama scheme for young learners

Eleni Lagou

This workshop will demonstrate how teachers of young learners can use Drama techniques to teach the English language without students realizing they are actually learning. Are you struggling to make students understand notions in the English language with which they are not familiar in their native language? Are you struggling to help students memorize English words? Drama is there to help you teach. It requires self-motivation but once you all stand up, language acquisition comes without struggling. The workshop will show you how you can find the motivation you need. Drama really is learning through action. EFL Teachers do not have to use the First Language to explain, they rather act and show. As young learners are active, the particular drama scheme involves a lot of movement accompanied with some words and phrases for participants to comprehend.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

Building Public Speaking Skills through TEDEd Clubs - Activities to incorporate in your lesson

George Tsioumanis

TEDEd clubs students' talks programme offers an excellent set of activities to motivate learners become more confident public speakers. The workshop explores how we can adapt TEDEd club activities and make them a part of our lesson. Skills to be practiced include: Critical thinking, giving and receiving feedback, building a persuasive talk, presentation skills and more.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

24.01
2020

Fresh ideas for teaching the four language skills to EFL learners:

Reading and Listening

Writing and Speaking

01.02
2020

Olga Leondaris

02.02
2020

Are Reading skills effectively being developed in language learning classrooms where success is typically evaluated by comprehension questions and course by book texts designed to be more easily digestible? Do teaching materials encourage exposure to a range of genres that help prepare for real-life reading? This session will explore basic principles underlying the ability to process written text and provide teaching tips for more natural reading even in exam preparation classes.

Listening tasks are daunting for most students especially in a testing environment. What can we do in our classrooms to help our learners develop relevant strategies for intensive and extensive listening that will both minimize stress as well as build more confidence to facilitate comprehension?

TIME

14.30-
18.30

LOCATION

THE STUDY
ROOMS

PRICE

1 DAY- 40€
2 DAYS - 70€

TIME

10.00-
14.30

LOCATION

THE STUDY
ROOMS

PRICE

1 DAY- 40€
2 DAYS - 70€

Writing is acknowledged as the most challenging language skill to deal with in most foreign language classrooms. It is often stated that the students have failed to develop skills that can be transferred to the L2 learning environment. This session will suggest ways of approaching Writing at all Common European Framework levels with a programme that is process rather than product oriented. As a natural skill, Speaking generally poses less of a challenge to the average language learner. It's also the key 'driver' of most learning activities in a typical lesson particularly if the approach encourages the integration of all language skills. But are students actually improving their Speaking performance? And if so, how is this measured? The session will explore a range of classroom activities and highlight key aspects of performance at beginner and advanced levels.

05.02
2020

Teaching through stories

Eleni Lagou

Learning is action. In this workshop teachers will be students and feel rather than discuss about learning. Teachers will get in students' shoes and experience a story through which they will learn different notions in English.

"Teaching through stories" is a workshop that is based on the concept that learning can happen in every context using educational stories and drama techniques to teach even the most difficult notions in the second language.

Drama and stories can teach a second language in a similar way to the native language as active participation of every learner and experiential learning are in the core of them.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

Teaching children with autism, aspergers and ADHD

Nina Stamelou

As a foreign language teacher you often work with children who have Special Educational Needs (SEN). These children need additional support with their learning. During this course we are going to present useful information and strategies for teaching SEN children a foreign language. Also, we will provide techniques that will hopefully help overcome potential barriers through planning for individual children and adjust the curriculum based on their personal needs. We are going to offer SEN-friendly practical techniques that are designed to achieve an inclusive learning environment that provides equal opportunities. Teachers can motivate SEN pupils to learn a foreign language when they use appropriate learning styles and methods. In addition, using existing resources effectively plus employing alternative approaches can help SEN pupils to get the best learning outcome.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

07.02
2020

09.02
2020

A creative approach to exam preparation

Testing is often used as a short cut to extrinsic motivation – but, I argue, we can make test preparation more a process of intrinsic motivation by making it more creative. I suggest ways of testing which make it consistent with good teaching practice, where motivation addresses the whole person and not just the person-as-exam candidate.

TIME

11.00-
14.00

LOCATION

THE STUDY
ROOMS

PRICE

ONE 40€
BOTH 70€

Dr Luke Prodromou

The serious business of humour in the language classroom

Research into effective language teaching confirms time again the quality of humour as one central ingredient possessed by outstanding teachers. Humour is not just about telling jokes although jokes are a part of it. There are many activities and techniques of classroom management which raise a smile and open the way to more enjoyable and effective learning.

TIME

15.00-
18.00

LOCATION

THE STUDY
ROOMS

PRICE

ONE 40€
BOTH 70€

09.02
2020

Bringing creative writing into life through drama

Eleni Lagou

12.02
2020

Writing can be hard. Writing in a second language can be painful. Writing needs thinking, critical thinking in specific. The skill of writing does not mean the ability to apply the rules of grammar, spelling and punctuation; rather it reflects the acquisition of language, making sense of language, using the appropriate register. Good writing skills include the ability to consider the effect and purpose of a piece of writing. Drama can help students develop their writing skills and indeed enjoy the writing process. It creates vivid contexts that can playfully make language activities seem purposeful, and also fun and exciting. It sets the ground for emotional learning, so generation of meanings can be emerged as students have to decode language, infer their own meanings and encode their own new meanings in a piece of creative writing. Through drama students can see writing as a way that takes away any stress rather than being stressful itself. This workshop will enlighten us on how to make writing fun for learners through drama.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

16.02
2020

"To tech or not to tech?" Don't bother to answer - you should know the answer!

Dimitris Farmakis

Integrating technology so as to cater for the needs of a tech overwhelmed generation seems to be both a challenge and a necessity to meet. Feeling daunted in the face of such demands there seems to be no other way than to immerse in simple but practical methods that can be easily incorporated in every teaching style and every classroom. At the same time you can offer your students hands-on tools that can allow them to feel more confident with learning languages as they make use of their own devices.

TIME

11.00-
14.00

LOCATION

THE STUDY
ROOMS

PRICE

35€

23.02
2020

Process art workshop: "Beautiful oops"

Marina Sgourou

This workshop will have two parts in which we will explore the concepts and possible limitations of process art and then we will create art using interesting and unusual materials!

- What is product art?
- What is process art?
- What are the factors that kill curiosity and what can we do in our classrooms in order to cultivate it and bring more joy to us and the children we care for?
- What are the benefits of process art and how can we implement it in our classrooms with no fear and without spending any money?
- At the end we will look into books suggestions that will inspire you and guide your journey towards process art.

TIME


11.00-
14.00

LOCATION

THE STUDY
ROOMS

PRICE

35€

In cooperation
with EmJoy 

26.02
2020

HIT Learners with Music! They Feel NO PAIN!

Theodore Lalos

A famous cartoonist once said "Try not to have a good time, it is supposed to be educational". Is this the intended meaning? To deprive learners of any means that can turn a tedious lesson into an enjoyable experience? Of course not, therefore, the presenter seeks to provide some sort of deviation from the quintessential classroom lessons that revolve around the coursebook material. This presentation will explore how to enliven a lesson, facilitate learning through songs, make the learning process an indelible memory and remind teachers that the tasks need to be graded and not the recording. Expect to leave with guidelines for designing effective and motivating activities being supported by technology integration.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

Classroom behaviour management: Promoting positive behaviour

Nina Stamelou

Mutual trust between teacher and students can build a positive behaviour in the class. Strategies such as modeling and polite language promote positive behaviour. There are a variety of useful techniques and approaches that can encourage children to have good behaviour in a school environment. A well organised teacher can create a culture of inspirational learning in the class without using old-fashioned techniques and punishments. Teachers should keep in mind that children need to be treated equally and be supported emotionally and psychologically as well as academically.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

06.03
2020

13.03
2020

Θετική εκπαίδευση: Οι αρχές της θετικής ψυχολογίας στην υπηρεσία της εκπαίδευσης

Δρ. Ειρήνη Καρακασίδου

Η ενδυνάμωση της ικανότητας των δασκάλων να αλληλεπιδρούν με έναν θετικό τρόπο με τους μαθητές τους και να δημιουργούν ένα ασφαλές θετικό περιβάλλον μέσα στην τάξη φαίνεται να μπορεί να οδηγήσει σε μια πιο αποτελεσματική και με νόημα εκπαίδευση. Σε αυτό το σεμινάριο θα επικεντρωθούμε στις βασικές αρχές της θετικής ψυχολογίας και πως αυτές λειτουργούν στον τομέα της εκπαίδευσης δημιουργώντας την θετική εκπαίδευση. Παράλληλα με το θεωρητικό πλαίσιο θα υπάρξει παρουσίαση και πραγματοποίηση βιωματικών ασκήσεων κατάλληλων να εφαρμοστούν σε εκπαιδευτικά πλαίσια. Στο τέλος θα δοθεί κι ένα εγχειρίδιο με ασκήσεις προς χρήση στην τάξη.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

«do it like... δεριζνουτουμορου»

Άγγελος Πατσιάς

Αν η εκπαιδευτική διαδικασία είναι μια υπέροχη σαλάτα, εσύ είσαι ο/η σεφ που επιλέγει τα συστατικά, τα αναμειγνύει με τρόπους μαγικούς και χρησιμοποιεί μυστικά συστατικά που αφήνουν τους καλεσμένους με το στόμα ανοικτό! Ένα δίωρο εκπαιδευτικών συνταγών και κρυφών συστατικών!

TIME

16.30-
19.00

LOCATION

THESSALONIKI

PRICE

25€

14.03
2020

Taster into Neurolanguage Coaching®

Rachel M. Paling

15.03
2020

One of the first steps to changing the language learning process is the transformation of the educator's style of delivery. In this taster we will be looking at how the educator can change patterns of communication to become more brain friendly, more thought provoking and more neutrally stimulating. Being a coach is acquired skill. Becoming self-aware and conscious of how we communicate requires discipline and practice. This workshop will trigger metacognition and introduce the fundamentals of coaching and how to communicate in a brain friendly manner. There will be theory with practice so that you can immediately apply the learning and start the journey to becoming a coach.

TIME

18.00-
21.00

LOCATION

THESSALONIKI
THE MET HOTEL

PRICE

35€

20.03
2020

Positive Leadership

Δρ. Άννυ Μπενέτου

Έχουμε συνηθίσει να χρησιμοποιείται η λέξη leader για ανθρώπους που ηγούνται μεγάλων ομάδων, οργανισμών, εταιρειών. Εντούτοις, ο καθένας από μας καλείται καθημερινά να είναι «ηγέτης» με τον έναν ή τον άλλο τρόπο σε διάφορα πλαίσια: ο εκπαιδευτικός είναι ο leader της τάξης του, ο προπονητής ο leader της ομάδας του, ο διευθυντής ενός φροντιστηρίου leader για όλες τις ομάδες ανθρώπων του σχολείου του, ο γονιός είναι ο leader της οικογένειας. Πώς επιδρά η διάθεση του ηγέτη στην ομάδα του; Με ποιον τρόπο μπορούμε όλοι μας, από αυτόν τον ρόλο, να δημιουργήσουμε συνθήκες κατάλληλες για να μεταδίδονται στην ομάδα μας θετικά συναισθήματα; Τι ερωτήσεις κάνουμε αλλιώς; Πώς δίνουμε ανατροφοδότηση νοηματοδοτώντας τη θετικά; Με εκκίνηση δεδομένα της Θετικής Ψυχολογίας θα εξερευνήσουμε όλα τα παραπάνω ερωτήματα και θα διδαχθούμε τεχνικές θετικής ηγεσίας.

TIME

09.30-
12.30

LOCATION

THE STUDY
ROOMS

PRICE

35€

Re-Imagining Teacher Observation & Feedback: Reflective Creativity and Empowerment

Lilika Couri

Taking into consideration the recent developments in teaching FL and the emphasis on EQ and 21st Century Skills, this seminar will focus on the merits of Teacher Observation and Feedback and on the possible ways the experience can become a way of reflective creativity for both the teacher and the observer, as well as a 'workshop' of critical thinking, empathy, empowerment and inspiration.

TIME

11.00-
14.00

LOCATION

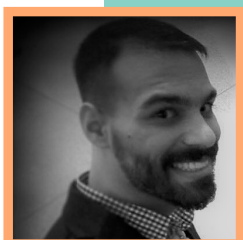
THE STUDY
ROOMS

PRICE

35€

22.03
2020

MEET OUR SPEAKERS



Theodore Lalos is a TKT (Modules 1-3, KAL & CLIL), CELTA, Diploma in Teacher Training and Diploma in TESOL holder. He has been teaching English for over seven years and has been delivering Teacher Training sessions for the past two years. He specialises in Early Childhood literacy lessons (Phonics) and CLIL sessions. He is a BreakoutEDU Authorised Trainer and Game Designer - the first trendsetter of Escape the Classroom lessons in Greece. He is an MSU Oral & Written Examiner, a TESOL Greece Voting Board Member, a TESOL Greece Member of the Editorial Team and a TESOL Greece Article Writer



Eleni Lagou teaches English as a second language and struggles to raise students into happy and confident citizens developing a great variety of soft skills. The way she has chosen to do so is through experiential learning and interactive teaching. Drama and creative writing, dialogue and discussion are at the heart of her teaching methods. She got to know drama in the department of English Language and Literature in the National and Kapodistrian University of Athens, but her drama skills and practice were advanced after completing her postgraduate studies in the Institute of Education of the University of Warwick in Drama and Theatre in Education. Apart from her teaching, she always tries to spread her knowledge and experience organizing workshops, the most highlighting of which is the drama workshop based on the story of «Prometheus Bound» in a group of twenty primary school children in China promoting Greek mythology and history.



Dr. Luke Prodromou graduated from Bristol University and has an MA in Shakespeare Studies (Birmingham University) a Diploma in Teaching English (Leeds University, with distinction) and a Ph.D (Nottingham University). He is the author of 20 or so coursebooks; he has worked for the British Council, the University of Thessaloniki (Shakespeare Course), the University of Edinburgh (Drama for TEFL), ESADE Barcelona (Drama and Mixed Ability Classes), Pilgrims, Canterbury and NILE, Norwich. His Phd: English as a Lingua Franca: a corpus based approach, was published by Continuum (2010). He is also co-author, with Lindsay Clandfield, of the award-winning teachers' handbook: Dealing with Difficulties. Luke is a founder member of Disabled Access Friendly Campaign for which he wrote and performed the 'Wheelchair Sketch'; he now performs as The English Language Theatre - Luke and friends. He has run courses on English literature for state school teachers in Madrid. He teaches part time on the MA TESOL at City College/Sheffield University, Thessaloniki.



Marina Sgourou studied English Studies and Literature in the University of Kent and then decided to move to Birmingham for her Masters in Educational Management. During her MA she met an amazing teacher who made her question everything she knew and inspired her to change the subject of my dissertation to "Democratic Education". After completing her dissertation, she worked in a few preschools and nurseries in England before coming back to Greece and apply what she had learned. She started working in Language Centers and preschools as an English teacher and a few years later she decided to take the big leap of opening up her own school that would make her a better educator and perhaps bring a small change in the educational system.

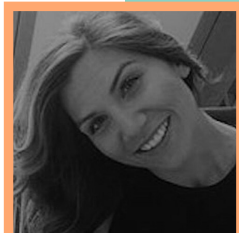
Olga Leondaris has taught EFL classes in S.Africa, Dubai, Brussels and Athens. She has worked for the British Council (Dubai, Athens) in state and private schools, The International School and the European Parliament (Brussels). She has been a Seminar Presenter since 2003 for Cambridge Assessment and a lot more...



George Tsioumanis has been an ELT teacher for more than 13 years, and speaking examiner for another 3. He is the Academic Manager of ELC Anifadis in Chalkida. His academic interests include linguistics (BA, University of Ioannina), learning technologies and language acquisition (MA University of Warwick). He has presented in TESOL Greece conventions and has been qualified as a teacher trainer by NILE. As the ELC's TEDEd Club leader for four years, George has prepared about 50 teenagers to become public speakers and has escorted 5 of them in the first TEDEd weekend in New York in 2018.

Nina Stamelou graduated from the University of Ioannina with a Bachelor's degree in 'Philosophy, Education and Psychology'. Her love and passion for not only teaching children but understanding the diverse nature and uniqueness of each individual child took her towards the successful completion of a Master's degree in 'Inclusive Education and Special Educational Needs' from the Manchester Metropolitan University. Her research centred on children with hearing impairments and how they are supported and included in a British mainstream primary school. Her desire to teach in the British educational system prompted her to stay there for 5 years and take every opportunity that the country provided her. Although, she has worked as a teacher in most levels of British education from kindergarten to college, she was attracted to Early Years' classes. She has worked collaboratively as a member of EYFS team and Key Stage 1 in all areas of the curriculum for 3 years in a British public school. In 2015, she was evaluated as an outstanding EYFS teacher according to OFSTED requirements. She has extensive experience in Special Education as she has worked with and planned lessons for both autistic children and those with Attention Deficit Hyperactivity Disorder (ADHD).

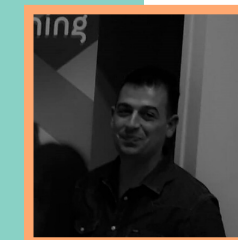




Η Δρ. Ειρήνη Καρακασίδου είναι πτυχιούχος του τμήματος Ψυχολογίας του Παντείου Πανεπιστημίου και κάτοχος Μεταπτυχιακού διπλώματος (MSc) με ειδίκευση στην Αθλητική Ψυχολογία στα ΣΕΦΑΑ του Πανεπιστημίου Αθηνών. Είναι Διδάκτωρ Κλινικής Ψυχολογίας του Παντείου Πανεπιστημίου. Έχει ολοκληρώσει την εκπαίδευσή της στην Συμπεριφοριστική (Ερευνητικό Πανεπιστημιακό Ινστιτούτο Ψυχικής Υγιεινής, ΕΠΙΨΥ) και την Υπαρξιακή Ψυχοθεραπεία ("Γίνεσθαι", Ελληνική Εταιρεία Υπαρξιακής Ψυχολογίας). Είναι ψυχολόγος στο Σωματείο φροντίδας ατόμων με νευρομυϊκές παθήσεις (MDA HELLAS) που στεγάζεται στο Νοσοκομείο Παιδών «Η Αγία Σοφία» και ακαδημαϊκή υπεύθυνη του Κολλεγίου Ανθρωπιστικών Επιστημών ICPS. Τα ερευνητικά της ενδιαφέροντα αφορούν στον τομέα της Θετικής Ψυχολογίας και είναι βασική ερευνήτρια σε δύο Ευρωπαϊκά Προγράμματα (Erasmus +) που αφορούν στην Θετική Εκπαίδευση Ανέργων (EAGLES EU) και Δασκάλων (HOPEs EU). Έχει συγγράψει άρθρα σε επιστημονικά περιοδικά με κριτές, κεφάλαια σε βιβλία και έχει μια πληθώρα παρουσιάσεων και βιωματικών εργαστηρίων σε ελληνικά και διεθνή συνέδρια.



Ο Άγγελος Πατσιάς γεννήθηκε στην Αθήνα το καλοκαίρι του 1985 και μεγάλωσε στην πόλη της Δράμας, σε μια ήσυχη γειτονιά παρέα μ' ένα ποδήλατο, λάσπες, μουσική και καλούς φίλους. Ο μπαμπάς του ήταν ο μεγαλύτερος του δάσκαλος. Ό,τι του δίδαξε, του το δίδαξε με σιωπή. Από μικρός έβλεπε ανθρώπους να τον συναντούν στο δρόμο και να τον κοιτούν με αγάπη. Όταν πλέον καταλάβαινε, έμαθε πως όλοι αυτοί, ήταν μαθητές του. Ίσως κάπου εκεί να γεννήθηκε η ορμή να ακολουθήσει τα βήματα αρκετών προγόνων του και να γίνει και εκείνος δάσκαλος. Ακόμα το προσπαθεί... Το έργο του έγινε γνωστό χάρη στους ανθρώπους του Αμαρίου. Συναδέλφους, γονείς και χωριανούς και φυσικά τα παιδιά, όπου όλοι μαζί δημιούργησαν στο Δημοτικό Σχολείο Φουρφουρά, μια κοινότητα μάθησης ή οποία αναγνωρίστηκε στην Ελλάδα αλλά και διεθνώς. Το 2015 έκανε αυτό που έλεγε στους μαθητές του. Να ακολουθούν τα όνειρά τους. Έφυγε από τον Φουρφουρά και τη δημόσια εκπαίδευση, για να δημιουργήσουν με τη Βέτα Γεωργιάδου και τον Γιάννη Σωτηράκο ένα νέο δημοτικό Σχολείο στη Θεσσαλονίκη που θα αλλάξει τον τρόπο που σκεφτόμαστε το σχολείο και την εκπαίδευση. Το BigBangSchool.



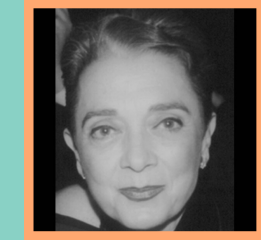
Dimitris Farmakis has been an English language teacher for more than 15 years, still feeling unease with conventional methods of teaching. His passion for making demotivated students feel the urge and need to come in class and experience an environment that lights the spark in them, prompted him to run his own school and embrace advanced technologies that will prepare his students acquire core competencies. He believes that technology can bring equality between learners with diverse needs and it is a valuable medium to foster commitment to learning.



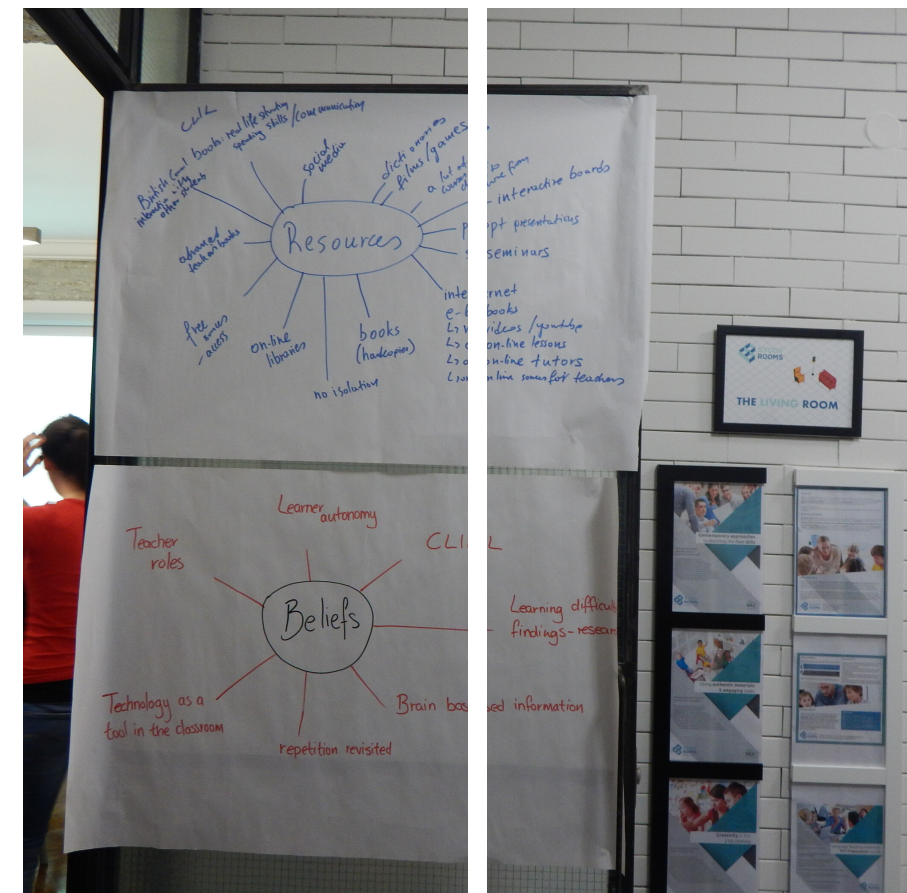
Η Δρ. Άννου Μπενέτου γεννήθηκε και μεγάλωσε στη Χίο. Σπούδασε Νομικά στο Πανεπιστήμιο Αθηνών και Ψυχολογία στο Πανεπιστήμιο Κρήτης. Είναι διδάκτωρ Συμβουλευτικής Ψυχολογίας του Πανεπιστημίου Αθηνών. Έχει συνεργαστεί με πολλά πλαίσια στην Ελλάδα και το εξωτερικό (Council of Europe, Elix, OMEP, Ανοιχτό Λαϊκό Πανεπιστήμιο, Υπουργείο Παιδείας - ΙΔΕΚΕ, Εκπαιδευτήρια Δούκα, κ.α) κάνοντας ομιλίες, βιωματικά σεμινάρια και ομάδες για το ευρύ κοινό, για γονείς, εκπαιδευτικούς, εφήβους. Από το 2006, συνεργάζεται με το Πανεπιστήμιο Αθηνών ως εκπαιδύτρια σε σεμινάρια διά ζώσης ή ηλεκτρονικά καθώς και σε προπτυχιακά και μεταπτυχιακά μαθήματα. Εργάζεται ιδιωτικά ως συμβουλευτική ψυχολόγος στο κέντρο Έρεισμα - flourishing lives του οποίου είναι συν-ιδρύτρια και επιστημονική υπεύθυνη. Την τελευταία δεκαετία μελετάει, διδάσκει και γράφει για την ευτυχία και την απόλαυση της ζωής. Το αγαπημένο της κομμάτι στη δουλειά της είναι να βοηθάει τους ανθρώπους να ονειρεύονται, να είναι ευτυχισμένοι. Από το 2008 εκπροσωπεί την Ελλάδα στο European Network for Positive Psychology. Είναι ενεργό μέλος και εκπαιδύτρια της Ελληνικής Εταιρείας Θετικής Ψυχολογίας οργανώνοντας σεμινάρια και ομιλίες σε σχολεία, εταιρίες και οργανισμούς.



Rachel M. Paling started teaching English as a Foreign Language to adults over 35 years ago. She has a BA Honours in Law/Spanish (with distinction in spoken Spanish) and a Masters in Human Rights and Democratization (EMA) and qualified as a UK Lawyer in 2003, but combined her teaching experience, her specialisation in business English and her legal knowledge to coach top executives across Europe. Rachel Paling has created the new method and approach called Neurolanguage Coaching® and has trained about 400 language teachers worldwide certifying them as Neurolanguage Coaches with her training course, one of the only language coaching certification courses in the world accredited by International Coach Federation USA. Finally, she now delivers worldwide to transform the educational process and to enhance communication.



Lilika Couri is co-director of EDUCATIONAL & TRAINING CONSULTANTS and has conducted teacher training seminars and Foreign Language School Management courses in Greece and abroad. She is co-author of course books for the teaching of English to pre-primary and primary learners and of teachers' resource books. A founding member of TESOL GREECE and of the Fulbright Alumni Association of Greece, Lilika has served on the Board of both professional volunteer associations.



ACCOMMODATING KNOWLEDGE

For questions and/or to reserve a place, visit our website
www.des.org.gr or contact The Study Rooms +30 210 7717000



The Study Rooms
Κηφισίας 10, 11526, Αθήνα
T: +30 210 771 7000
info@thestudyrooms.gr | www.thestudyrooms.gr



DES - Dietschi Educational Services
Χαρίτων 5, 17564, Παλαιό Φάληρο
T: +30 211 7157375
info@des.org.gr | www.des.org.gr