

## CURRICULUM VITAE

Picture (optional)	
First name:	Konstantinos
Surname:	Tatsis
Date of birth:	26/5/1972
Nationality:	Greek
Marital status:	Married
Position:	Assistant Professor
Discipline:	Mathematics and Didactics of Mathematics
Address:	Department of Primary Education University Campus 45110 Ioannina Greece
Tel/fax:	+302651005870
E-mail address:	ktatsis@uoi.gr
URL:	

### 1. Education

- 1.1. Undergraduate studies: Department of Mathematics, University of Ioannina, Greece.
- 1.2. Postgraduate studies: Ph.D. studies in Didactics of Mathematics, Department of Primary Education, University of Ioannina, Greece. Title of Ph.D. dissertation: *Relationship of mathematical and verbal abilities in problem solving*.
- 1.3. Scholarships

### 2. Professional qualifications

2.1. Textbooks

#### 2.2. Publications in international peer reviewed journals

- 2.2.1. Tatsis, K., & Koleza, E. (2006). The Effect of Students' Roles on the Establishment of Shared Knowledge during Collaborative Problem Solving: A Case Study from the Field of Mathematics. *Social Psychology of Education*, 9(4), 443-460.
- 2.2.2. Tatsis, K., & Koleza, E. (2008). Social and Sociomathematical Norms in Collaborative Problem Solving. *European Journal of Teacher Education*, 31 (1), 89-100.
- 2.2.3. Stephanou, G., & Tatsis, K. (2008). Effects of Value Beliefs, School Ability Self-Perception, and Overgeneralization of Failure Experience on the Generation of Emotions and Attributions for Academic Performance. *The International Journal of Learning*, 15 (11), 203-220.

- 2.2.4.Fesakis G., Tatsis K. & Dimitracopoulou A. (2008). Supporting “learning by design” activities using group blogs. *Journal of Educational Technology & Society*, 11 (4), 199-212.
- 2.2.5.Tatsis, K., Skoumpourdi, C. & Kafoussi, S. (2008). Kindergarten children discussing the fairness of probabilistic games: The creation of a primary discursive community. *Early Childhood Education Journal*, 36 (3), 221-226.
- 2.2.6.Frade, C. & Tatsis, K. (2009). Learning, participation and local school mathematics practice. *The Montana Mathematics Enthusiast*, 6 (1&2), 99-112.
- 2.2.7.Brandt, B., & Tatsis, K. (2009). Using Goffman’s concepts to explore collaborative interaction processes in elementary school mathematics. *Research in Mathematics Education*, 11 (1), 39-55.
- 2.2.8.Skoumpourdi, C., Kafoussi, S. & Tatsis, K. (2009). Designing Probabilistic Tasks for kindergartners. *Journal of Early Childhood Research*, 7(2), 153-172.
- 2.2.9.Swoboda, E., & Tatsis, K. (2009). Five-year-old children construct patterns, deconstruct them and talk about them. *Annals of the Polish Mathematical Society*, 5th series: *Didactica Mathematicae* 32, 153-173.
- 2.2.10. Tatsis, K., & Dekker, R. (2010). Combining approaches for the analysis of collaborative Mathematics learning. *For the Learning of Mathematics*, 30 (2), 18-21.
- 2.2.11. Kalavasis, F., Kafoussi, S., Skoumpourdi, K., & Tatsis, K. (2010). Interdisciplinarity and Complexity (I-C) in Mathematics Education: A proposal for their systematic implementation and the role of an international scientific community. *Revue de l’ Interdisciplinarité Didactique*, 1 (1), 31-40.
- 2.2.12. Cestari, M.L., Mercier, A., Ferrari, P.L., & Tatsis, K. (2012). CERME7 Working Group 9: Language and mathematics. *Research in Mathematics Education* 14(2), 201-202. [Working Group Report]
- 2.2.13. Maj-Tatsis, B., & Tatsis, K. (2012). The Commission for the Study and Improvement of Mathematics Teaching. *Annals of the Polish Mathematical Society*, 5th series: *Didactica Mathematicae* 34, 111-116. [Conference Report]
- 2.2.14. Tatsis, K. (2014). The “broken phone” game as a tool to improve preservice kindergarten teachers’ geometrical and pedagogical knowledge. *Studia Scientifica Facultatis Paedagogicae*, 1, 210-222.
- 2.3. Publications in national peer reviewed journals**
- 2.3.1.Tatsis, K., & Koleza, E. (2006). Η Επίδραση Κοινωνικών Παραγόντων στη Λεκτική Επικοινωνία κατά τη Συνεργατική Επίλυση Μαθηματικών Προβλημάτων [The effect of social factors in verbal communication during collaborative problem solving]. *Θέματα στην Εκπαίδευση*, 7 (1), 83-95.
- 2.3.2.Kafoussi, S., Skoumpourdi, C., & Tatsis, K. (2009). Αναλύοντας ένα σχολικό εγχειρίδιο των Μαθηματικών: Η περίπτωση της Α΄ Δημοτικού [Analysing a mathematics textbook: A case study for Grade 1]. *Ευκλείδης Γ΄*, 71, 42-62.
- 2.4. Chapters in international peer reviewed books**
- 2.4.1.Brandt, B., & Tatsis, K. (2008). Analysing interaction processes with jigsaw during mathematics lessons in elementary school. In B. Maj, M. Pytlak, E. Swoboda (Eds.), *Supporting independent thinking through mathematical education*. Rzeszów: University of Rzeszów, 160-166. ISBN 978-83-7338-420-0
- 2.4.2.Tatsis, K., Skoumpourdi, C., & Kafoussi, S. (2008). Discussing on the fairness of probabilistic games: the creation of a discursive community with kindergarten children. In B. Maj, M. Pytlak, E. Swoboda (Eds.), *Supporting independent thinking through mathematical education*. Rzeszów: University of Rzeszów, 167-173. ISBN 978-83-7338-420-0
- 2.4.3.Tatsis, K. (2009). Design, realisation and assessment of a students’ kindergarten activity: From the point of view of the instructor. In E. Swoboda and J. Gunčaga (Eds.), *Child and Mathematics*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 175-184. ISBN 978-83-7338-473-6
- 2.4.4.Tatsis, K. (2010). Pre-service teachers’ first-time creations of open-ended problems. In B. Maj, E. Swoboda, & K. Tatsis (Eds.), *Motivation via Natural Differentiation in Mathematics*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 366-375. ISBN 978-83-7338-561-0

- 2.4.5. Tatsis, K., & Maj, B. (2010). Pre-service mathematics teachers' strategies in solving a real-life problem. In B. Maj, E. Swoboda, & K. Tatsis (Eds.), *Motivation via Natural Differentiation in Mathematics*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 376-385. ISBN 978-83-7338-561-0
- 2.4.6. Tatsis, K. (2010). Children's talk in Mathematics: Functions and outcomes. In S.B. Thompson (Ed.), *Kindergartens: Programs, Functions and Outcomes*. New York: Nova Science Inc., 191-202. ISBN 978-1-61668-530-0
- 2.4.7. Tatsis, K., & Maj-Tatsis, B. (2012). An analysis of pre-service teachers' problem solving by generalization: The billiard problem. In B. Maj-Tatsis, & K. Tatsis (Eds.), *Generalization in Mathematics at all educational levels*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 312-326. ISBN 978-83-7338-780-5

## 2.5. Chapters in national peer reviewed books

- 2.5.1. Tatsis, K. (in press). Η θεωρία ρόλου στη μαθηματική εκπαίδευση: Μια κοινωνιολογική προσέγγιση της αλληλεπίδρασης εκπαιδευτικών και εκπαιδευομένων [Role theory in mathematics education: A sociological approach of teacher-student interactions]. In M. Kaldrymidou, C. Sakonidis & M. Tzekaki (Eds.), *Διδακτική των Μαθηματικών: Θεωρητικές και Ερευνητικές Προσεγγίσεις* [Didactics of Mathematics: Theoretical and Research Approaches].

## 2.6. Publications in international peer reviewed Conference Proceedings

- 2.6.1. Tatsis, K., & Koleza, E. (2002). Language as a Communicative and Interpretive Tool in Mathematical Problem Solving. 2nd International Conference on the Teaching of Mathematics (I.C.T.M.), Χερσόνησος, Κρήτη. [www.math.uoc.gr/~ictm2/Proceedings/pap262.pdf](http://www.math.uoc.gr/~ictm2/Proceedings/pap262.pdf)
- 2.6.2. Tatsis, K., & Koleza, E. (2004). The effect of students' roles on the establishment of shared meanings during problem solving. In M.J. Høines, A.B. Fuglestad (Eds.), *Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education*. Bergen University College, vol. 4, 289-296.
- 2.6.3. Tatsis, K., & Rowland, T. (2006). Vague language in Greek and English mathematical talk: A variation study in face-work. In J. Novotná, H. Moraová, M. Krátká, N. Stehliková (Eds.), *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education*. Charles University, vol. 5, 257-264.
- 2.6.4. Morgan, C., Tatsis, K., Moraová, H., Novotná, J., César, M., Brandt, B., Cohors-Fresenborg, E., & Kaune, C. (2007). Multiple perspectives on language and Mathematics: Introduction and post-script. In D. Pitta-Pantazi & G. Filippou (Eds.), *Proceedings of the Fifth Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.)*. Λάρνακα, Κύπρος, 1094-1108.
- 2.6.5. Tatsis, K. (2007). Investigating the influence of social and sociomathematical norms in collaborative problem solving. In D. Pitta-Pantazi & G. Filippou (Eds.), *Proceedings of the Fifth Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.)*. Λάρνακα, Κύπρος, 1321-1330.
- 2.6.6. Frade, C. & Tatsis, K. (2007). Learning as Changing Participation in Collective Mathematical Discussions. In J.-H. Woo, H.-C. Lew, K.-S. Park, D.-Y. Seo (Eds.), *Proceedings of the 31st Conference of the International Group for the Psychology of Mathematics Education (PME 31)*. The Korea Society of Educational Studies in Mathematics, vol. 1, 216.
- 2.6.7. Skoumpourdi, C., Tatsis, K. & Kafoussi, S. (2007). Kindergarten children's informal knowledge about probability. In *Proceedings of the Commission Internationale pour l'Étude et L'Amélioration de l'Enseignement des Mathématiques (CIEAEM 59): Mathematical Activity in Classroom Practice and as a Research Object in Didactics: Two Complementary Perspectives*. Dobogókő, Hungary, 59-63.
- 2.6.8. Tatsis, K. (2007). Describing geometrical figures: A secondary school teaching experiment. In *Proceedings of the Commission Internationale pour l'Étude et L'Amélioration de l'Enseignement des Mathématiques (CIEAEM 59): Mathematical Activity in Classroom Practice and as a Research Object in Didactics: Two Complementary Perspectives*. Dobogókő, Hungary, 189-193.

- 2.6.9. Sajka, M., Tatsis, K., & Watson, E. (2007). A Cross-curricular Teaching Project based on Walt Disney's cartoon "Donald in Mathmagicland". In Proceedings of the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques (CIEAEM 59): Mathematical Activity in Classroom Practice and as a Research Object in Didactics: Two Complementary Perspectives. Dobogókő, Hungary, 269-272.
- 2.6.10. Brandt, B., & Tatsis, K. (2007). Examining interactional aspects of students' participation in mathematical classroom discussions. In J. Novotná, H. Moraová (Eds.), Proceedings of SEMT '07 International Symposium Elementary Mathematics Teaching: Approaches to Teaching Mathematics at the Undergraduate level. Charles University, 85-92.
- 2.6.11. Tatsis, K., & Frade, C. (2007). Learning, participation and the local community of school mathematics practice. In 2nd Socio-cultural Theory in Educational Research and Practice Conference, Manchester, United Kingdom.  
<http://www.lta.education.manchester.ac.uk/ScTIG/papers/Konstantinos%20Tatsis.pdf>
- 2.6.12. Fesakis G., Tatsis K., & Dimitracopoulou A. (2008). Collaborative learning by design through group blogging. In M. B. Nunes, M. MacPherson (Eds.), Proceedings of IADIS e-learning conference, Amsterdam, Vol. 1, 255-262.
- 2.6.13. Swoboda, E., & Tatsis, K. (2009). Five year-old children construct, deconstruct and talk about patterns – design and implementation of an analytical tool. In M. Tzekaki, M. Kaldrimidou and C. Sakonidis (Eds.), Proceedings of the 33rd Conference of the International Group for the Psychology of Mathematics Education (PME 33). Thessaloniki, vol. 1, 474.
- 2.6.14. Tatsis, K. (2011). Assessing in-service teachers' modeling activities: Issues of content and complexity. In H. Christensen, J. Diez-Palomar, J. Kantner, & C.M. Klinger (Eds.), Proceedings of the 17th International Conference of Adults Learning Mathematics (ALM ): Maths at Work – Mathematics in a changing world. Oslo, Norway, 179-185.
- 2.6.15. Tatsis, K. (2011). Language as an identity shaping tool: The case of in-service Greek teachers. In M. Pytlak, T. Rowland & E. Swoboda (Eds.), Proceedings of the Seventh Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.). Rzeszów, Poland, 1376-1385.
- 2.6.16. Pytlak, M., Maj-Tatsis, B., & Tatsis, K. (2012). Definitions of geometrical objects of pre-service mathematics teachers. In M. Uhlířová (Ed.), Proceedings of the Specifics of mathematics education in primary school conference. Matematika 5. Olomouc, Czech Republic, 226-230.
- 2.6.17. Bratitsis, T., Tatsis, K., & Amanatidou, A. (2012). Counting sounds: An ICT musical approach for teaching the concept of the angle in Kindergarten. In I. Aedo, R.M. Bottino, N.S. Chen, C. Giovannella, Kinshuk, D. Sampson (Eds.), Proceedings of the 12th IEEE International Conference on Advanced Learning Technologies - ICALT 2012, Rome, Italy, 4-6 July 2012, 186-190.
- 2.6.18. Pytlak, M., Maj-Tatsis, B., & Tatsis, K. (2012). Analysing students' definitions of geometrical concepts. In S. Kafoussi, C. Skoumpourdi, & F. Kalavassis (Eds.), Proceedings of the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques (CIEAEM 64): Mathematics Education and Democracy: Learning and Teaching Practices, Rhodes, Greece, 363-368.
- 2.6.19. Tatsis, K., & Maj-Tatsis, B. (2012). Assessing pre-service teachers' works in realistic Mathematics. In S. Kafoussi, C. Skoumpourdi, & F. Kalavassis (Eds.), Proceedings of the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques (CIEAEM 64): Mathematics Education and Democracy: Learning and Teaching Practices, Rhodes, Greece, 375-380.
- 2.6.20. Tatsis, K. (2013). Factors affecting the establishment of social and sociomathematical norms. In B. Ubuz, Ç. Haser, M. A. Mariotti (Eds.), Proceedings of the Eighth Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.). Manavgat-Side, Turkey, 1626-1635.
- 2.6.21. Tatsis, K., & Moutsios-Rentzos (2013). Pre-service teachers describe geometrical figures: The 'broken phone' revisited. In A.M. Lindmeier & A. Heinze (Eds.) Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education (PME 37), Kiel, Germany, vol. 4, 265-272.

- 2.6.22. Maj-Tatsis, B., & Tatsis, K. (2015, to appear). Investigations in magic squares: a case study with two eight-year-old girls. In Proceedings of the Ninth Conference of the European Society for Research in Mathematics Education (CERME 9). Prague, Czech Republic.
- 2.6.23. Maj-Tatsis, B., & Tatsis, K. (2015). Reasoning processes of two girls during problem solving. In J. Novotna & H. Moraova (Eds.), Proceedings of the International Symposium Elementary Maths Teaching SEMT '15, Prague, Czech Republic, 222-231.
- 2.6.24. Symeonidis, N., Tatsis, K., & Kaldrymidou, M. (2015). Norms in decision-making and in shaping attitudes, emotions and performance. In J. Novotna & H. Moraova (Eds.), Proceedings of the International Symposium Elementary Maths Teaching SEMT '15, Prague, Czech Republic, 322-330.

## 2.7. Publications in national peer reviewed Conference Proceedings

- 2.7.1. Tatsis, K., & Koleza, E. (2005). Η επίδραση γλωσσικών και άλλων κοινωνικών παραγόντων στη συγκρότηση από κοινού γνώσης κατά τη συνεργατική επίλυση προβλημάτων [The effect of linguistic and other social factors in the establishment of shared knowledge during collaborative problem solving]. In C. Kynigos (Ed.), Πρακτικά 1ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Η Διδακτική Μαθηματικών ως Πεδίο Έρευνας στην Κοινωνία της Γνώσης, 373-382.
- 2.7.2. Tatsis, K., & Stamatis, P. (2007). Αναγνώριση γεωμετρικών σχημάτων στη Β' τάξη του Δημοτικού – Μελέτη της επικοινωνιακής διάστασης της μαθηματικής γλώσσας [Identifying geometrical shapes in Grade 2 – A study for the communicational dimension of mathematical language]. In G. Kapsalis, A. Katsikis (Eds.), Πρακτικά Συνεδρίου “Η Πρωτοβάθμια εκπαίδευση και οι προκλήσεις της εποχής μας”. Ιωάννινα, 872-879.
- 2.7.3. Fesakis G., Tatsis K., & Dimitracopoulou A. (2007). Χρήση ομαδικού ιστολογίου για την υποστήριξη διαδικασιών μάθησης με σχεδιασμό. Η περίπτωση φοιτητών που σχεδιάζουν μαθησιακές δραστηριότητες Γεωμετρίας για τεχνολογικά περιβάλλοντα [Using group blogging to support learning processes by design. A case study of students designing geometry learning activities for technology environment]. In C. Sakonidis, D. Desli (Eds.), Πρακτικά 2ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Τυπικά και άτυπα μαθηματικά: χαρακτηριστικά σχέσεις και αλληλεπιδράσεις, 498-508.
- 2.7.4. Skoumpourdi, C., Tatsis, K. & Kafoussi, S. (2009). Απόψεις γονέων παιδιών νηπιαγωγείου για την εμπλοκή των μαθηματικών σε καθημερινές δραστηριότητες και παιχνίδια [The views of the parents of kindergarten children on the role of mathematics in everyday games and activities]. In F. Kalavassis, S. Kafoussi, M. Chionidou-Moscofoglou, C. Skoumpourdi, G. Fessakis (Eds.), Πρακτικά 3ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Μαθηματική Εκπαίδευση και Οικογενειακές Πρακτικές, 131-140.
- 2.7.5. Tatsis, K., & Skoumpourdi, C. (2009). Μελέτη του πλαισίου των δραστηριοτήτων του σχολικού εγχειριδίου των Μαθηματικών της Α' δημοτικού [A study of the context of the activities of Grade 1 textbook]. In F. Kalavassis, S. Kafoussi, M. Chionidou-Moscofoglou, C. Skoumpourdi, G. Fessakis (Eds.), Πρακτικά 3ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Μαθηματική Εκπαίδευση και Οικογενειακές Πρακτικές, 383-392.
- 2.7.6. Tatsis, K., & Athanasiadou, P. (2011). Χρήση των εννοιολογικών χαρτών στην τάξη των Μαθηματικών [The use of concept maps in the mathematics classroom]. In M. Kaldrymidou, X. Vamvakoussi (Eds.), Πρακτικά 4ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Η τάξη ως πεδίο ανάπτυξης της μαθηματικής δραστηριότητας, 469-478.
- 2.7.7. Tatsis, K., & Goutsi, T. (2011). Το παιχνίδι «Σπασμένο τηλέφωνο» στο μάθημα της Γεωμετρίας. In M. Kaldrymidou, X. Vamvakoussi (Eds.), Πρακτικά 4ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών: Η τάξη ως πεδίο ανάπτυξης της μαθηματικής δραστηριότητας, 479-488.
- 2.7.8. Pantiou, E., & Tatsis, K. (2012). Επίλυση ρεαλιστικών προβλημάτων από μαθητές της Ε' Δημοτικού: Μια μελέτη περίπτωσης [Grade 5 students solving realistic problems: A case study]. In Πρακτικά 8ου Πανελληνίου Συνεδρίου της Παιδαγωγικής Εταιρείας Ελλάδας, Ιωάννινα, 2-4 Νοεμβρίου 2012.

- 2.7.9. Tatsis, K. Trabakoulou, S., & Triperina, G. (2013). Λεκτική περιγραφή και αναπαράσταση σύνθετων γεωμετρικών σχημάτων από μαθητές Δημοτικού [Verbal description and representation of complex geometrical figures by primary school students]. In Πρακτικά του ΙΕ΄ Διεθνούς Συνεδρίου της Παιδαγωγικής Εταιρείας Ελλάδος International Scientific Conference eRA-8 «Η Συμβολή της Τεχνολογίας στην Επιστήμη, την Οικονομία, την Κοινωνία και την Εκπαίδευση».
- 2.7.10. Tatsis, K. (2014). Αξιολογώντας τη διαδικασία κατασκευής προβλημάτων [Evaluating the process of problem posing]. In Πρακτικά 5ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών. (CD)
- 2.7.11. Symeonidis N., Kaldrymidou M., & Tatsis K. (2014). Νοεροί υπολογισμοί και μαθηματικός διάλογος [Mental calculations and mathematical talk]. In Πρακτικά 5ου Συνεδρίου της Ένωσης Ερευνητών Διδακτικής Μαθηματικών. (CD) [Poster]
- 2.7.12. Kitsiou, E., Tatsis, & Panos, A. (2015). Παραλλαγές Μαθηματικών Προβλημάτων [Variations of mathematical problems]. In C. Skoumpourdi, M. Skoumios (Eds.), Πρακτικά 1ου Πανελληνίου Συνεδρίου με Διεθνή Συμμετοχή «Ανάπτυξη Εκπαιδευτικού Υλικού στα Μαθηματικά και τις Φυσικές Επιστήμες», Ρόδος, 17-18 Οκτωβρίου 2014, 236-256.
- 2.7.13. Sourantani, A., & Tatsis, K. (2015). Η μαθηματική λογοτεχνία ως διδακτικό εργαλείο: «Μαλλιά Κουβάρια», μία διδακτική πρόταση για τη διδασκαλία των Μαθηματικών [Mathematical literature as a didactical tool: “Tangled” as a didactical proposal for mathematics teaching]. In C. Skoumpourdi, M. Skoumios (Eds.), Πρακτικά 1ου Πανελληνίου Συνεδρίου με Διεθνή Συμμετοχή «Ανάπτυξη Εκπαιδευτικού Υλικού στα Μαθηματικά και τις Φυσικές Επιστήμες», Ρόδος, 17-18 Οκτωβρίου 2014, 1032-1047.
- 2.7.14. Balomenou, L., & Tatsis K. (2015). Επίλυση ρεαλιστικών προβλημάτων από μαθητές έκτης δημοτικού [Grade 6 students solving realistic problems]. In Πρακτικά 31ου Πανελληνίου Συνεδρίου Μαθηματικής Παιδείας: «Προκλήσεις και Προοπτικές της Μαθηματικής Εκπαίδευσης και Έρευνας στη διεθνοποιημένη δικτυακή εποχή», Βέροια, 7-9 Νοεμβρίου 2014.
- 2.8. Publications in International and National Conference Abstracts**
- 2.8.1. Maj-Tatsis, B., Tatsis, K. & Szczerba, E. (2013). The use of variables in a patterning activity. In V. Mityushev, Ł. T. Stępień, & A. Budziak (Eds.), Proceedings of the 9th International ISAAC Congress, 5-9 August, Krakow, Poland, 137-138.
- 2.9. Editorship in Scientific Journals and Volumes**
- 2.9.1. B. Maj, E. Swoboda, & K. Tatsis (Eds.) (2010). Motivation via Natural Differentiation in Mathematics. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7338-561-0
- 2.9.2. B. Maj-Tatsis, & K. Tatsis (Eds.) (2012). Generalization in Mathematics at all educational levels. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7338-780-5
- 2.10. Studies
- 2.11. Design and Development of Educational and Training Material
- 2.12. Other publications
- 2.13. Scientific attendance (without presentation)

### 3. Citations (on scientific publications)

- 3.1. International citations (number and indicative citations): 90
- 3.1.1. Kynigos, C., Philippou, G., Potari, D., & Sakonidis, H. (2009). Research in mathematics education in Greece and Cyprus. In M. Tzekaki, M. Kaldrymidou and C. Sakonidis (Eds.), Proceedings of the 33rd Conference of the International Group for the Psychology of Mathematics Education (PME 33). Thessaloniki, vol. 1, 303-322. [Cross-reference to: 2.2.1, 2.2.2, 2.2.5, 2.2.8]
- 3.1.2. Case Study on Student Blogs in a Blended Learning Course, Derntl, M., & Mazzurana, T. (2009). In J. M. Spector, D. Ifenthaler, P. Isaías, Kinshuk, D. Sampson (Eds.). Learning and Instruction in the Digital Age (pp. 09-325). New York: Springer. [Cross-reference to: 2.2.4]
- 3.2. National citations (number and indicative citations): 16

- 3.2.1. Poulos, A. (2013). Το πρόβλημα του μπιλιάρδου Μία θεώρηση από την πλευρά της Διδακτικής των Μαθηματικών [The billiard problem. A view from the didactics of mathematics perspective]. In Πρακτικά 30ου Πανελληνίου Συνεδρίου Μαθηματικής Παιδείας: «Τα Μαθηματικά στην Εκπαίδευση στην Τεχνολογία και στην Κοινωνία». Καρδίτσα: 8, 9, 10 Νοεμβρίου 2013, 758-767. [Cross-reference to: 2.4.7]
- 3.2.2. Kalavassis, F., Moutsios-Rentzos, A. (2015). Ανάμεσα στο μέρος και στο όλο: Αναστοχαστική οικοδόμηση μαθηματικών εννοιών [Between the part and the whole: The reflective construction of mathematical meanings]. Αθήνα: Gutenberg. [Cross-reference to: 2.6.8, 2.7.7]

#### 4. Member of doctoral advisory committees

- 4.1. Integrated doctoral theses (number and indicative theses): 2
- 4.1.1. Patsiomitou, S. (2012). Η ανάπτυξη του επιπέδου γεωμετρικής σκέψης των μαθητών μέσα από μετασχηματισμούς και αλληλεπιδραστικές τεχνικές σε υπολογιστικό περιβάλλον: συνδεδεμένες οπτικές ενεργές αναπαραστάσεις [The development of students' geometrical thinking through transformational processes and interaction techniques in a dynamic geometry environment: Linking Visual Active Representations]. Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης Πανεπιστημίου Ιωαννίνων.
- 4.1.2. Lygouras, G. (2012). Η επίδραση κοινωνικών και ψυχολογικών παραγόντων στην ευελιξία μαθητών Στ' Τάξης Δημοτικού στους νοερούς υπολογισμούς [The effect of social and psychological factors in Grade 6 students' flexibility in mental calculations]. Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης Πανεπιστημίου Δυτικής Μακεδονίας.
- 4.2. Theses in progress (number and indicative citations): 2
- 4.2.1. Georgiou, A. Το άγχος των μαθητών μη υψηλή λειτουργικότητα αυτισμό στα Μαθηματικά: Η μεταγνώση και τα κίνητρα ως παράγοντες εξισορρόπησης [Mathematics-related stress of high functioning autistic students: The use of metacognition and motives as balancing factors].
- 4.2.2. Symeonidis, N. Νοεροί υπολογισμοί και μαθηματικός διάλογος [Mental calculations and mathematical talk].

#### 5. International honors (Best paper awards, patents, etc.)

#### 6. Evaluations – Reviews (number and indicative titles): 28

- 6.1. Reviewer in international peer reviewed journals
- 6.1.1. The International Journal of Learning, Vol. 15. Common Ground Publishing (2008).
- 6.1.2. Didactica Mathematicae, Annals of the Polish Mathematical Society, series V (2012-today).
- 6.1.3. International Journal of Science and Mathematics Education, Springer (2013-today).
- 6.2. Reviewer in national peer reviewed journals
- 6.2.1. MENON: Journal of Educational Research (2014-today).
- 6.3. Reviewer in international peer reviewed Conferences
- 6.3.1. Fifth Conference of the European Society for Research in Mathematics Education (CERME 5), Λάρνακα, Κύπρος. (2007)
- 6.3.2. 31st Conference of the International Group for the Psychology of Mathematics Education (PME 31), Seoul, Korea. (2007)
- 6.3.3. 32nd Conference of the International Group for the Psychology of Mathematics Education (PME 32), Morelia, Mexico. (2008)
- 6.3.4. Sixth Conference of the European Society for Research in Mathematics Education (CERME 6), Lyon, France. (2009)
- 6.3.5. 33rd Conference of the International Group for the Psychology of Mathematics Education (PME 33), Θεσσαλονίκη. (2009)
- 6.3.6. 34th Conference of the International Group for the Psychology of Mathematics Education (PME 34), Belo Horizonte, Brazil. (2010)

- 6.3.7. Children's Mathematical Education Conference 2010 (CME '10), Iwonicz-Zdrój, Poland. (2010)
- 6.3.8. Seventh Conference of the European Society for Research in Mathematics Education (CERME 7), Rzeszów, Poland. (2011)
- 6.3.9. 35th Conference of the International Group for the Psychology of Mathematics Education (PME 35), Ankara, Turkey. (2011)
- 6.3.10. 36th Conference of the International Group for the Psychology of Mathematics Education (PME 36), Taipei, Taiwan. (2012)
- 6.3.11. Children's Mathematical Education Conference 2012 (CME '12), Rzeszów, Poland. (2012)
- 6.3.12. Eighth Conference of the European Society for Research in Mathematics Education (CERME 8), Manavgat-Side, Antalya, Turkey. (2013)
- 6.3.13. 37th Conference of the International Group for the Psychology of Mathematics Education (PME 37), Kiel, Germany. (2013)
- 6.3.14. 38th Conference of the International Group for the Psychology of Mathematics Education (PME 38), Vancouver, Canada. (2014)
- 6.3.15. Children's Mathematical Education Conference 2014 (CME '14), Poznań, Poland. (2014)
- 6.3.16. 39th Conference of the International Group for the Psychology of Mathematics Education (PME 39), Hobart, Tasmania, Australia. (2015)
- 6.3.17. 13th International Congress on Mathematical Education (ICME-13). (2015)
- 6.4. Reviewer in national peer reviewed Conferences
  - 6.4.1.2ο Συνέδριο Ένωσης Ερευνητών Διδακτικής Μαθηματικών (ΕνΕΔιΜ), Αλεξανδρούπολη. (2007)
  - 6.4.2.25ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Βόλος. (2008)
  - 6.4.3.3ο Συνέδριο Ένωσης Ερευνητών Διδακτικής Μαθηματικών (ΕνΕΔιΜ), Ρόδος. (2009)
  - 6.4.4.4ο Συνέδριο της Ένωσης Ερευνητών της Διδακτικής των Μαθηματικών (ΕνΕΔιΜ), Ιωάννινα. (2011)
  - 6.4.5.1ο Πανελλήνιο Συνέδριο με Διεθνή Συμμετοχή «Ανάπτυξη Εκπαιδευτικού Υλικού στα Μαθηματικά και τις Φυσικές Επιστήμες», Ρόδος. (2014)
  - 6.4.6.31ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Βέροια. (2014)
  - 6.4.7.32ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Καστοριά. (2015)
- 6.5. Research & development and educational projects evaluator

## 7. Membership in editorial boards (scientific journals, conferences, etc.)

- 7.1. 25ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Βόλος. (2008)
- 7.2. 3ο Συνέδριο Ένωσης Ερευνητών Διδακτικής Μαθηματικών (ΕνΕΔιΜ), Ρόδος. (2009)
- 7.3. Children's Mathematical Education Conference 2010 (CME '10), Iwonicz-Zdrój, Poland. (2010)
- 7.4. 4ο Συνέδριο της Ένωσης Ερευνητών της Διδακτικής των Μαθηματικών (ΕνΕΔιΜ), Ιωάννινα. (2011)
- 7.5. Children's Mathematical Education Conference 2012 (CME '12), Rzeszów, Poland. (2012)
- 7.6. Didactica Mathematicae, Annals of the Polish Mathematical Society, series V (2012-σήμερα)
- 7.7. Children's Mathematical Education Conference 2014 (CME '14), Poznań, Poland. (2014)
- 7.8. 1ο Πανελλήνιο Συνέδριο με Διεθνή Συμμετοχή «Ανάπτυξη Εκπαιδευτικού Υλικού στα Μαθηματικά και τις Φυσικές Επιστήμες», Ρόδος. (2014)
- 7.9. 31ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Βέροια. (2014)
- 7.10. 32ο Πανελλήνιο Συνέδριο Μαθηματικής Παιδείας, Καστοριά. (2015)

## 8. Participation in international and national projects (number and indicative titles): 9

- 8.1. Research & development projects
  - 8.1.1. Scientific partner in the project "Distant support of mathematics teaching by the use of networks and informatics tools" (Short title: ΔΙΔΩ). (<http://dido.edu.uoi.gr>) (2000)
  - 8.1.2. INULIS (Improving Numerical Literacy Skills). (<http://www.inulis.com>) (2005-2007)
  - 8.1.3. AMADA (Assessment of Math Knowledge Deficiencies of Adult Learners with Socio-economic Disadvantages). (<http://www.amadaproject.info>) (2005-2007)



- 8.1.4. Scientific partner in the INTERREG III project “The digital world of pre-school education: Interactions of teachers and students in Greece and Cyprus”. (2006-2008)
- 8.1.5. PEQUAL (PErspectives in QUAntitative Literacy in Europe). Organisation of a workshop entitled: “Adult literacy regarding quantitative skills: Collaborative platforms, didactic methodologies and tools”. (<http://www.pequal.org>) (2007)
- 8.1.6. Scientific partner in the Erasmus+ project NAMA (Numeracy for Advanced Manufacturing). (<http://www.nama-project.eu/>) (2014-2015)
- 8.2. Educational projects
  - 8.2.1. Erasmus 2008-2011 bilateral agreement: Three visits for teaching in the Institute of Mathematics, University of Rzeszów, Poland.
  - 8.2.2. Erasmus 2010-2013 bilateral agreement: Two visits for teaching in the Institute of Mathematics, University of Rzeszów, Poland.
  - 8.2.3. Erasmus 2013-2014 bilateral agreement: One visit for teaching in the Department of Mathematics and Natural Sciences, University of Rzeszów, Poland.

## 9. Administrative experience

- 9.1. Petrol supply committee. School of Education, University of Western Macedonia (2009-2012).
- 9.2. Objections Control Committee. University of Western Macedonia (2010-2012).
- 9.3. Electoral committee for the School of Education Dean election. School of Education, University of Western Macedonia (2010).
- 9.4. Building security committee, University of Western Macedonia (2011-2012).
- 9.5. Entry exams of the Department of Primary Education committee. Department of Primary Education, University of Ioannina (2012-today).
- 9.6. Practice of the Department of Primary Education committee. Department of Primary Education, University of Ioannina (2012-today).
- 9.7. Rough Tender for the acceptance of stationary and consumables Acceptance Committee for the project “Production of educational tools to educate students to cope with earthquakes and other natural disasters – Deukalion”. University of Ioannina (2012-2014).
- 9.8. Supplies of the Department of Primary Education committee. Department of Primary Education, University of Ioannina (2013-2015).
- 9.9. Electoral committee for the Head of the Department election. Department of Primary Education, University of Ioannina (2013).

## 10. Languages (L2)

- 10.1. English: Certificate of Proficiency in English, University of Cambridge.

## 11. Association membership

- 11.1. Elected member of the board of the European Society for Research in Mathematics Education, <http://www.mathematik.uni-dortmund.de/~erme/>
- 11.2. International Group for the Psychology of Mathematics Education (IGPME).
- 11.3. Ένωση Ερευνητών Διδακτικής Μαθηματικών [Greek Association for Research in Mathematics Education] (EvEΔιΜ).
- 11.4. Ελληνική Μαθηματική Εταιρεία [Hellenic Mathematical Society] (E.M.E.).
- 11.5. Επιστημονική Ένωση Εκπαίδευσης Ενηλίκων [Hellenic Adult Education Association] (E.E.E.E.).