

# CURRICULUM VITAE

## A. PERSONAL DATA

Surname: Tatsis  
First name: Konstantinos  
Date of birth: 26 / 5 / 1972  
Place of birth: Ioannina, Greece  
Phone numbers: +302651005870, +306976021350  
Email address: ktatsis@uoi.gr  
Current position: Associate Professor



## B. STUDIES

- 1991 - 1995 Basic studies: Department of Mathematics, University of Ioannina, Greece.
- 2001 - 2005 Ph.D. studies in Didactics of Mathematics, University of Ioannina, Greece. Title of Ph.D. dissertation: *Relationship of mathematical and verbal abilities in problem solving*.

## C. TEACHING EXPERIENCE

- 1997 – 1998 Mathematics teacher in private schools.
- 2000 – 2006 Mathematics teacher in public secondary schools.
- 2006 – 2008 a) Adjunct Lecturer in the Department of Pre-school Education and Educational Design, Aegean University, Greece. Courses taught:  
  - *Didactics of Mathematics*
  - *Special issues in Didactics of Mathematics*
  - *Didactical activities with Geometrical concepts*
  - *Communication in Mathematics Education*b) Trainer of in-service kindergarten teachers. Course taught:  
  - *Positive sciences*c) Trainer of in-service primary school teachers. Course taught:  
  - *Didactics of Mathematics*
- 2007 – 2008 Adjunct Lecturer in the Department of Early Childhood Education, University of Western Macedonia, Greece. Course taught:  
  - *Pre-mathematical concepts*
- 2008 – 2012 Lecturer in the Department of Early Childhood Education, University of Western Macedonia, Greece. Courses taught:  
  - *Pre-mathematical concepts*
  - *Mathematical activities in the kindergarten*

- *Contemporary approaches in didactics of Mathematics*
  - *Communication and Mathematics*
  - *Contemporary views of Mathematics Education (Master's course)*
- 2009 – 2012      Adjunct Lecturer in the Department of Primary Education, University of Ioannina, Greece. Courses taught:
- *Introduction to basic mathematical concepts*
  - *Didactics of Mathematics I*
  - *Didactics of Mathematics II*
- 2009 – 2012      Trainer of in-service primary school teachers. Course taught:
- *Didactics of Mathematics*
- 2012 – 2013      Lecturer in the Department of Primary Education, University of Ioannina, Greece. Courses taught:
- *Introduction to basic mathematical concepts*
  - *Didactics of Mathematics I*
  - *Didactics of Mathematics II*
  - *Special topics in Mathematics*
- 2013 – today      Assistant and Associate Professor in the Department of Primary Education, University of Ioannina, Greece. Courses taught:
- *Introduction to basic mathematical concepts*
  - *Didactics of Mathematics I*
  - *Didactics of Mathematics II*
  - *Special topics in Mathematics*
  - *Mathematics applications in everyday life (Master's course)*
  - *Modeling and other uses of Mathematics in Natural Sciences (Master's course)*

## **D. PUBLICATIONS IN INTERNATIONAL PEER-REVIEWED JOURNALS**

- D1.**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. (Cross-references: 6)
- D2.**Tatsis, K., & Koleza, E. (2008). Social and Sociomathematical Norms in Collaborative Problem Solving. *European Journal of Teacher Education, 31 (1)*, 89-100. (Cross-references: 30)
- D3.**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. (Cross-reference: 1)

- D4.** Fesakis G., Tatsis K. & Dimitracopoulou A. (2008). Supporting “learning by design” activities using group blogs. *Journal of Educational Technology & Society*, 11 (4), 199-212. (Cross-references: 56)
- D5.** 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. (Cross-references: 21)
- D6.** Frade, C. & Tatsis, K. (2009). Learning, participation and local school mathematics practice. *The Montana Mathematics Enthusiast*, 6 (1&2), 99-112. (Cross-references: 2)
- D7.** 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. (Cross-references: 9)
- D8.** Skoumpourdi, C., Kafoussi, S. & Tatsis, K. (2009). Designing Probabilistic Tasks for kindergartners. *Journal of Early Childhood Research*, 7(2), 153-172. (Cross-references: 5)
- D9.** 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.
- D10.** Tatsis, K., & Dekker, R. (2010). Combining approaches for the analysis of collaborative Mathematics learning. *For the Learning of Mathematics*, 30 (2), 18-21.
- D11.** 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.
- D12.** 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] (Cross-reference: 1)
- D13.** 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]
- D14.** 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.
- D15.** Maj-Tatsis, B., & Tatsis, K. (2018). The Use of Variables in a Patterning Activity: Counting Dots. *Center for Educational Policy Studies (C.E.P.S.) Journal*, 8(2), 55-70.
- D16.** Kontogianni, A., Tatsis, K. (2018). Investigating adults’ statistical literacy in a Second Chance School through the teaching of graphs. *Adults Learning Mathematics: An International Journal*, 13(1), 46-57.

- D17.** Tatsis, K., Wagner, D. & Maj-Tatsis, B. (2018). Authority and politeness theories: conflict and alignment in mathematics group communication. *ZDM Mathematics Education*, 50(6), 1029-1039.
- D18.** Kontogianni, A., Tatsis, K. (2019). Proportional reasoning of adult students in a Second Chance School: The subconstructs of fractions. *Adults Learning Mathematics: An International Journal*, 14(2), 23-38.
- D19.** Maj-Tatsis B., Tatsis, K., & Moutsios-Rentzos, A. (2021). Peer pressure effect on student teachers' affective relationship with problem posing. *Annals of the Polish Mathematical Society, 5th series: Didactica Mathematicae*, 43, 81-87.
- D20.** Tatsis, K., & Maj-Tatsis, B. (2023). Teachers' Reactions to Educational Television Programs during the Pandemic and their Implied Images of Mathematics Teaching. *Education Sciences*, 13(5), 454.

## E. PUBLICATIONS IN PEER-REVIEWED INTERNATIONAL CONFERENCE PROCEEDINGS

- E1.** 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) (Cross-references: 2)
- E2.** 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.  
(Cross-references: 3)
- E3.** 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. (Cross-reference: 1)
- E4.** 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.  
(Cross-reference: 1)
- E5.** 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. (Cross-references: 3)

- E6.** 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.
- E7.** 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.
- E8.** 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. (Cross-reference: 1)
- E9.** 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.
- E10.** 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.
- E11.** 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> (Cross-reference: 1)
- E12.** 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.
- E13.** 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. (Cross-reference: 1)
- E14.** 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. (Cross-reference: 1)

- E15.** 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. (Cross-references: 2)
- E16.** 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.
- E17.** 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. (Cross-reference: 1)
- E18.** 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.
- E19.** 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
- E20.** 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.
- E21.** 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. (Cross-references: 3)
- E22.** 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.
- E23.** Maj-Tatsis, B., & Tatsis, K. (2015). Investigations in magic squares: a case study with two eight-year-old girls. In K. Krainer and N. Vondrová (Eds.), *Proceedings of the Ninth Conference of the European Society for Research in Mathematics Education (CERME 9)*. Prague, Czech Republic, 1954-1960.

- E24.** 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.
- E25.** 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.
- E26.** Tatsis, K., & Maj-Tatsis, B. (2017). Authority structures in preservice teachers' talk. In T. Dooley & G. Gueudet (Eds.), *Proceedings of the Tenth Congress of the European Society for Research in Mathematics Education (CERME10, February 1-5, 2017)*. Dublin, Ireland: DCU Institute of Education and ERME, 1380-1387.
- E27.** Balomenou, L., & Tatsis, K. (2017). Adults solving realistic problems. In K. Hoogland, D. Kaye & B. Kelly (Eds.), *All Hands-on Math. Proceedings of the 24th International Conference of Adults Learning Maths – A Research Forum (ALM)*. Albeda College, Rotterdam July 2nd – July 5th, 2017.
- E28.** Kontogianni, A., Tatsis, K. (2018). Proportional reasoning of adult students in a Second Chance School. In *Boundaries and Bridges: Adults learning mathematics in a fractured world. Proceedings of the 25th International Conference of Adults Learning Mathematics – A Research Forum (ALM)*, London, United Kingdom, July 9th – July 12th, 2018.
- E29.** Maj-Tatsis, B., & Tatsis, K. (2019). Task characteristics that promote mathematical reasoning among young students: An exploratory case study. In U. T. Jankvist, M. van den Heuvel-Panhuizen, & M. Veldhuis (Eds.), *Proceedings of the Eleventh Congress of the European Society for Research in Mathematics Education* (pp. 2301-2308). Utrecht, the Netherlands: Freudenthal Group & Freudenthal Institute, Utrecht University and ERME.
- E30.** Tatsis, K., & Maj-Tatsis, B. (2022). Images of mathematics: The public's reactions to educational television programs in Poland during the 2020 lockdown. In J. Hodgen, E. Geraniou, G. Bolondi, & F. Ferretti (Eds.), *Proceedings of the Twelfth Congress of European Research in Mathematics Education (CERME12)* (pp. 1639-1640). ERME / Free University of Bozen-Bolzano. [Poster]
- E31.** Tatsis, K., & Maj-Tatsis, B. (2023). Young children's reasoning in a combinatorics task. In *Proceedings of the Thirteenth Congress of European Research in Mathematics Education (CERME13)*. ERME / Budapest.
- E32.** Katsomitros, S., & Tatsis, K. (2023). Primary teachers' problem posing for facilitating mathematical transition from primary to secondary education. In *Proceedings of the Thirteenth Congress of European Research in Mathematics Education (CERME13)*. ERME / Budapest.

## F. PUBLICATIONS IN VOLUMES IN ENGLISH

- F1.** 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
- F2.** 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
- F3.** 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
- F4.** Tatsis, K. (2009). Projekt, realizacja i ocena zajęć prowadzonych przez studentów w przedszkolu: Punkt widzenia instruktora. In E. Swoboda and J. Gunčaga (Eds.), *Dziecko i Matematyka*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 213-222. ISBN 978-83-7338-472-9
- F5.** 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
- F6.** 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
- F7.** 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
- F8.** 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 (Cross-reference: 1)
- F9.** Maj-Tatsis, B., & Tatsis, K. (2014). Problem posing by preservice teachers. In M. Pytlak (Ed.), *Communication in the mathematical classroom*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 152-165. ISBN 978-83-7996-010-1
- F10.** Tatsis, K., & Maj-Tatsis, B. (2016). Problems posed by preservice teachers – How do they fit in an inquiry mathematics classroom? In B. Maj-Tatsis, E. Swoboda & M. Pytlak (Eds.), *Inquiry based mathematical education*. Rzeszów: Wydawnictwo

Uniwersytetu Rzeszowskiego, 68-79. ISBN 978-83-7996-292-1

- F11.** Tatsis, K. & Wagner, D. (2018). Authority and Politeness: Complementary Analyses of Mathematics Teaching Episodes. In J. N. Moschkovich, D. Wagner, A. Bose, J. Rodrigues Mendes, & M. Schütte (Eds.), *Language and Communication in Mathematics Education. International Perspectives. ICME-13 Monographs*. Cham, Switzerland: Springer. ISBN 978-3-319-75054-5
- F12.** Tatsis, K., & Maj-Tatsis, B. (2018). How do students consider realistic contexts in mathematical problems? – A case study. In B. Maj-Tatsis, K. Tatsis, & E. Swoboda (Eds.), *Mathematics in the Real World* (pp. 161-173). Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7996-554-0
- F13.** Maj-Tatsis, B., & Tatsis, K. (2021). Critical thinking in mathematics: Perspectives and challenges. In B. Maj-Tatsis, & K. Tatsis (Eds.), *Critical Thinking in Mathematics: Perspectives and Challenges* (pp. 7-14). Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego.
- F14.** Maj-Tatsis, B., & Tatsis, K. (2022). Critical thinking in mathematics education: the researchers' perspectives. In B. Maj-Tatsis, & K. Tatsis (Eds.), *Critical thinking practices in mathematics education and beyond*. Rzeszów (pp. 7-17). Poland: Wydawnictwo Uniwersytetu Rzeszowskiego.
- F15.** Katsomitros, S., & Tatsis, K. (2022). Primary teachers' pedagogical design capacity for a smooth mathematical transition from primary to secondary education. In B. Maj-Tatsis, & K. Tatsis (Eds.), *Critical thinking practices in mathematics education and beyond* (pp. 36-44). Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego.

## G. VOLUME EDITING IN ENGLISH

- G1.** B. Maj, E. Swoboda, & K. Tatsis (Eds.) (2010). *Motivation via Natural Differentiation in Mathematics*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7338-561-0
- G2.** B. Maj-Tatsis, & K. Tatsis (Eds.) (2012). *Generalization in Mathematics at all educational levels*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7338-780-5 (Cross-reference: 1)
- G3.** B. Maj-Tatsis, K. Tatsis, & E. Swoboda (Eds.) (2018). *Mathematics in the Real World*. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN 978-83-7996-554-0
- G4.** B. Maj-Tatsis, & K. Tatsis (Eds.) (2021). *Critical Thinking in Mathematics: Perspectives and Challenges*. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego. ISBN: 978-83-7996-903-6
- G5.** B. Maj-Tatsis, & K. Tatsis (Eds.) (2022). *Critical thinking practices in mathematics education and beyond*. Rzeszów, Poland: Wydawnictwo Uniwersytetu

Rzeszowskiego. ISBN: 978-83-7996-903-6

## H. PRESENTATIONS IN INTERNATIONAL CONFERENCES WITHOUT PROCEEDINGS

- 2006 Tatsis, K. Presentation of the Leonardo Project INULIS. In *European Network for Motivational Mathematics for Adults (EMMA) Conference*, Bucharest, Romania.
- 2007 Tatsis, K. Update on projects and networks. In *European Network for Motivational Mathematics for Adults (EMMA) Study visit*, Copenhagen, Denmark.
- 2008 Tatsis, K. Working with the complexity of probability theory: Designing activities for kindergarten. In *Commission Internationale pour l'Étude et L'Amélioration de l'Enseignement des Mathématiques (CIEAEM 60): Complexity and Mathematics Education*, Paris, France.
- 2010 Kalavasis, F., Kafoussi, S., Skoumpourdi, C., & Tatsis, K. Interdisciplinarity and Complexity (I-C) in Mathematics Education: Mathematical aspects, school practice and didactical approach. In *Commission Internationale pour l'Étude et L'Amélioration de l'Enseignement des Mathématiques (CIEAEM 62): Mathematics as a living, growing discipline CIEAEM's contribution to making this explicit*, London, UK.
- 2015 Maj-Tatsis, B., & Tatsis, K. (2015). Projektowanie zadań matematycznych z kontekstem dla pracowników sektora zaawansowanej technologii [Designing contextualised mathematical tasks for advanced manufactory workers]. School of Didactics of Mathematics. Ostróda, Poland, 15 September 2015.
- 2015 Maj-Tatsis, B., & Tatsis, K. (2015). Projektowanie zadań matematycznych z kontekstem dla pracowników sektora zaawansowanej technologii [Designing contextualised mathematical tasks for advanced manufactory workers]. Congression Mathematica. Rzeszów, Poland, 24 September 2015.
- 2016 Tatsis, K., & Wagner, D. (2016). Authority and politeness: juxtaposed analyses of mathematics teaching episodes. *13th International Congress on Mathematical Education*. Hamburg, 24-31 July 2016.

## I. PRESENTATIONS IN ENGLISH AS INVITED SPEAKER

- 01 / 2008 *Communication in the Mathematics classroom.* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, (Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University), Rzeszów, Poland.
- 09 / 2008 *Using role theory in the analysis of collaborative problem solving.* University of Amsterdam, Amsterdam, the Netherlands.

- 10 / 2008 *Exploring language use in mathematics.* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, (Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University), Rzeszów, Poland.
- 12 / 2009 *Realistic Mathematics Education: How realistic can mathematical problems be?* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, (Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University), Rzeszów, Poland.
- 11 / 2011 *The role of language and other representations in Mathematics.* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, (Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University), Rzeszów, Poland.
- 05 / 2012 *Problem solving in Mathematics: From understanding numbers and operations to modeling our reality.* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, (Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University), Rzeszów, Poland.
- 04/2013 *Realistic Mathematics: How much realistic? How much mathematical?* Seminarium z Dydaktyki Matematyki w Rzeszowie, Instytut Matematyki Uniwersytetu Rzeszowskiego, Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University, Rzeszów, Poland.
- 04/2014 *Problem posing in mathematics.* Seminar of Didactics of Mathematics in the Department of Mathematics and Natural Sciences, Rzeszów University, Rzeszów, Poland.
- 05/2015 *New trends in mathematics education: From determinism to complexity thinking.* Seminar of the Department of Mathematics and Natural Sciences, Rzeszów University, Rzeszów, Poland.
- 09/2015 *Communication and discourse analysis in interactional contexts.* Invited lecture for the “Didactics of mathematics, science and information and communication technologies in education: interdisciplinary approach” Postgraduate Study Programme. Department of Preschool Education Sciences and Educational Design, University of Aegean, Rhodes, Greece.
- 04/2016 *Problem posing in Mathematics.* Seminar of the Department of Mathematics and Natural Sciences, Rzeszów University, Rzeszów, Poland.
- 10/2016 *Language use in Mathematics.* Konferencja Słowo, Obraz, Symbol, Gest: Filologiczne i Pedagogiczne Aspekty Komunikowania [Language, Image, Symbol, Gesture: Philological and Pedagogical Aspects]. Jarosław, Poland.

- 04/2017      *Communication and discourse analysis in interactional contexts.* Invited lecture for the “Didactics of mathematics, science and information and communication technologies in education: interdisciplinary approach” Postgraduate Study Programme. Department of Preschool Education Sciences and Educational Design, University of Aegean, Rhodes, Greece.
- 05/2018      *Problem posing in action: Posing, solving and assessing.* Seminar of the Department of Mathematics and Natural Sciences, Rzeszów University, Rzeszów, Poland.
- 12/2018      *Realistic Mathematics Education: How much realistic? How much mathematics?* Seminar of the Department of Mathematics and Natural Sciences, Rzeszów University, Rzeszów, Poland.
- 09/2019      *Mathematics for the citizen of today and tomorrow: Some thoughts on the applicability of mathematics.* 29th School of Didactics of Mathematics (XXIX Szkoła Dydaktyki Matematyki), Rzeszow, Poland, 18-21 September 2019. <http://www.ur.edu.pl/wydzialy/matematyczno-przyrodniczy/konf/xxix-szkola-dydaktyki-matematyki/program/wyklady-plenarne>
- 11/2019      *From task design to problem posing: Teaching and research practices.* Seminar of Didactics of Mathematics in the Institute of Mathematics, Rzeszów University, Rzeszów, Poland.  
<http://www.ur.edu.pl/wydzialy/matematyczno-przyrodniczy/jednostki-organizacyjne/katedra-analizy-matematycznej/dzialalnosc-naukowo-badawcza/sn-rr>
- 11/2019      *Numeracy and mathematics education.* Seminar of the scientific circle: Education without borders. Faculty of Pedagogical Sciences (College of Social Sciences).  
<http://www.ur.edu.pl/wydzialy/pedagogiczny/wydarzenia/37971,seminarium-naukowe-kola-naukowego-edukacja-bez-granic.html>
- 03/2021      *Performing interpretative analyses of mathematical texts: Challenges and perspectives.* Intensive training school in qualitative research design and research methods in mathematics, Nitra, Slovakia.
- 07/2021      *Language in mathematics education: Issues and challenges.* ICME 14 — International Congress on Mathematical Education, Shanghai, China.

## **J. WORKSHOPS, WORKING GROUPS AND PANEL DISCUSSIONS IN ENGLISH**

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.

Cestari, M.L. (leader), Ferrari, P.L. (co-leader), Mercier, A. (co-leader), & Tatsis, K. (co-leader) (2011). *CERME7, Working Group 9: Mathematics and Language*.  
<http://www.cerme7.univ.rzeszow.pl/WG/CERME7-WG09.pdf>

Rønning, F. (leader), Mercier, A. (co-leader), Tatsis, K. (co-leader), & Planas, N. (co-leader) (2013). *CERME8, Working Group 9: Mathematics and Language*.  
[http://cerme8.metu.edu.tr/wgcalls/CERME8\\_WG9\\_Call.pdf](http://cerme8.metu.edu.tr/wgcalls/CERME8_WG9_Call.pdf)

Back, J. Kónya, E., & Tatsis, K. (2021). Panel discussion: *Responses to the pandemic: Teaching, learning, and researching mathematics in 2020-2021*. CME'21 Virtual event Critical thinking in mathematics: Perspectives and challenges. University of Rzeszow, Rzeszow, Poland, 28-29 June 2021.

Maj-Tatsis, B., & Tatsis, K. (2023). Investigating tasks and interactions that promote children's reasoning. International workshops "Playful mathematics learning during the early years: Out-of-school environments." Tel Aviv University, Israel, 27 February – 1 March 2023.  
<https://education.tau.ac.il/Events/Internationalpaneldiscussion?gid=19>

## K. PARTICIPATION IN RESEARCH PROGRAMS

- |             |  |
|-------------|--|
| 2000        | Scientific partner in the project "Distant support of mathematics teaching by the use of networks and informatics tools" (Short title: ΔΙΔΩ).<br>( <a href="http://dido.edu.uoi.gr">http://dido.edu.uoi.gr</a> )   |
| 2005 – 2007 | INULIS (Improving Numerical Literacy Skills). ( <a href="http://www.inulis.com">http://www.inulis.com</a> )  |
| 2005 – 2007 | AMADA (Assessment of Math Knowledge Deficiencies of Adult Learners with Socio-economic Disadvantages). ( <a href="http://www.amadaproject.info">http://www.amadaproject.info</a> )   |
| 2006 – 2008 | Scientific partner in the INTERREG III project "The digital world of pre-school education: Interactions of teachers and students in Greece and Cyprus".  |
| 2007        | PEQUAL (PErspectives in QUAntitative Literacy in Europe). Organisation of a workshop entitled: "Adult literacy regarding quantitative skills: Collaborative platforms, didactic methodologies and tools".<br>( <a href="http://www.pequal.org">http://www.pequal.org</a> ) |
| 2014 – 2016 | Scientific partner in the Erasmus+ project NAMA (Numeracy for Advanced Manufacturing). <a href="http://www.nama-project.eu/">http://www.nama-project.eu/</a>   |
| 2022 – 2023 | Scientific Supervision for the Mathematics of the Third Grade of Gymnasium in the project: "Conduct of diagnostic examinations for students of the sixth grade of primary schools and students of the third grade of gymnasiums" (MIS: 5161483).                           |
| 2023-2025   | External collaborator in the project DiToM Diagnostic Tool in Mathematics. Creation of a diagnostic tool, which can be used by teachers to assess basic skills in Arithmetic and Algebra. <a href="https://www.uni-">https://www.uni-</a>                                  |

## L. SCIENTIFIC JOURNAL EDITORIAL BOARD MEMBERSHIP

*Euclid III* (Publisher: Hellenic Mathematical Society) (ISSN: 1105-7718)

*International Journal for Mathematics in Education* (ISSN: 1791-6321)

*Didactica Mathematicae, Annals of the Polish Mathematical Society, series V*  
(ISSN: 0208-8916)

*Education – Technology – Computer Science (Edukacja – Technika – Informatyka)*  
(ISSN: 2080-9069)

## M. MEMBERSHIP IN REVIEWERS' COMMITTEES

- |      |  |
|------|--|
| 2007 | <i>Fifth Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.)</i> , Λάρνακα, Κύπρος.            |
| 2007 | <i>31st Conference of the International Group for the Psychology of Mathematics Education (PME 31)</i> , Seoul, Korea.           |
| 2008 | <i>32nd Conference of the International Group for the Psychology of Mathematics Education (PME 32)</i> , Morelia, Mexico.        |
| 2008 | <i>The International Journal of Learning</i> , Common Ground Publishing.   |
| 2009 | <i>Sixth Conference of the European Society for Research in Mathematics Education (C.E.R.M.E.)</i> , Lyon, France.               |
| 2009 | <i>33rd Conference of the International Group for the Psychology of Mathematics Education (PME 33)</i> , Thessaloniki, Greece.   |
| 2010 | <i>34th Conference of the International Group for the Psychology of Mathematics Education (PME 34)</i> , Belo Horizonte, Brazil. |
| 2010 | <i>Children's Mathematical Education Conference 2010 (CME '10)</i> , Iwonicz-Zdrój, Poland.                                      |
| 2011 | <i>Seventh Conference of the European Society for Research in Mathematics Education (CERME 7)</i> , Rzeszów, Poland.             |
| 2011 | <i>35th Conference of the International Group for the Psychology of Mathematics Education (PME 35)</i> , Ankara, Turkey.         |
| 2012 | <i>36th Conference of the International Group for the Psychology of Mathematics Education (PME 36)</i> , Taipei, Taiwan.         |

- 2012           *Children's Mathematical Education Conference 2012 (CME '12), Rzeszów, Poland.*
- 2012 – today   *Didactica Mathematicae, Annals of the Polish Mathematical Society, series V*
- 2013           *Eighth Conference of the European Society for Research in Mathematics Education (CERME 8), Manavgat-Side, Antalya, Turkey.*
- 2013           *37th Conference of the International Group for the Psychology of Mathematics Education (PME 37), Kiel, Germany.*
- 2013 – today   *International Journal of Science and Mathematics Education, Springer.*
- 2014           *38th Conference of the International Group for the Psychology of Mathematics Education (PME 38), Vancouver, Canada.*
- 2014           *Children's Mathematical Education Conference 2014 (CME '14), Poznań, Poland.*
- 2014 – today   *MENON: Journal Of Educational Research.*
- 2014           *39th Conference of the International Group for the Psychology of Mathematics Education (PME 39), Hobart, Tasmania, Australia.*
- 2015           *40th Conference of the International Group for the Psychology of Mathematics Education (PME 40), Szeged, Hungary.*
- 2016           *Children's Mathematical Education (CME'16), Wrocław Poland.*
- 2016           *13th International Congress on Mathematical Education (ICME-13), Hamburg, Germany.*
- 2017           *41st Conference of the International Group for the Psychology of Mathematics Education (PME 41), Singapore.*
- 2018           *ETC 4: Fourth ERME Topic Conference: Classroom-Based Research on Mathematics and Language. Technical University of Dresden, Germany.*
- 2018           *42nd Conference of the International Group for the Psychology of Mathematics Education (PME 42), Umeå, Sweden.*
- 2018           *Contemporary Mathematics Education (CME'18), Warsaw, Poland.*
- 2019 – today   *Ερευνα στη Διδακτική των Μαθηματικών (Print ISSN: 1791-292X Online ISSN: 2585-2272)*
- 2019 – today   *ZDM Mathematics Education (Electronic ISSN 1863-9704 Print ISSN 1863-9690)*
- 2019 – today   *The Journal of Mathematical Behavior (ISSN: 0732-3123)*

- 2019      *Oxford University Press. Reviewer of sample chapter of the book “Patterns in Classroom Interaction: A conversation analytic analysis”.*
- 2020      *ETC 7: Language in The Mathematics Classroom. Language and mathematics education (LME). Montpellier, France. <https://lirdef.edu.umontpellier.fr/etc-7-language-in-the-mathematics-classroom-montpellier-university/>*
- 2020      *44th Conference of the International Group for the Psychology of Mathematics Education (PME 44), Khon Kaen, Thailand.*
- 2020      *Contemporary Mathematics Education (CME’20), Gdańsk, Poland.*  
<http://cme.rzeszow.pl/>
- 2021      *Contemporary Mathematics Education (CME’21) Online event.*  
<https://cme.ur.edu.pl/>
- 2021      *Oxford University Press. Reviewer of sample chapter of the book “Insights from the Symposium on Elementary Mathematics Teaching. 30 years of SEMT”*
- 2022      *Contemporary Mathematics Education (CME’22) Gdańsk, Poland.*  
<https://cme.ur.edu.pl/>

## N. MEMBERSHIP IN INTERNATIONAL CONFERENCE SCIENTIFIC COMMITTEES

- 2010      *Children’s Mathematical Education Conference 2010 (CME ’10), Iwonicz-Zdrój, Poland.*
- 2012      *Children’s Mathematical Education Conference 2012 (CME ’12), Rzeszów, Poland.*
- 2014      *Children’s Mathematical Education Conference 2014 (CME ’14), Poznań, Poland.*
- 2016      *Children’s Mathematical Education 2016 (CME’16), Wrocław, Poland.*
- 2016      *8th YERME summer school (YESS-8), Poděbrady, Czech Republic.*
- 2017      *YERME Day 2017 (for Young Researchers in ERME). Institute of Education, Dublin City University, Dublin, Ireland.*
- 2018      *ETC 4: Fourth ERME Topic Conference: Classroom-Based Research on Mathematics and Language. Technical University of Dresden, Germany.*
- 2018      *Contemporary Mathematics Education (CME’18), Warsaw, Poland.*

2018	<i>9th YERME summer school (YESS-8), Montpellier, France.</i> <a href="https://yess9.sciencesconf.org/">https://yess9.sciencesconf.org/</a>
2019	<i>YERME Day 2019 (for Young Researchers in ERME). Freudenthal Institute Utrecht University, Utrecht, the Netherlands. https://cerme11.org/yerme-day-2019/</i>
2020	<i>ETC 7: Language in The Mathematics Classroom. Language and mathematics education (LME). Montpellier, France.</i> <a href="https://lirdef.edu.umontpellier.fr/etc-7-language-in-the-mathematics-classroom-montpellier-university/">https://lirdef.edu.umontpellier.fr/etc-7-language-in-the-mathematics-classroom-montpellier-university/</a>
2020	<i>10th YERME summer school (YESS-10), Rhodes, Greece.</i> <a href="http://ltee.aegean.gr/yess10/">http://ltee.aegean.gr/yess10/</a>
2021	<i>Contemporary Mathematics Education (CME'21) Online event.</i> <a href="https://cme.ur.edu.pl/">https://cme.ur.edu.pl/</a>
2022	<i>Contemporary Mathematics Education (CME'22) Gdansk, Poland.</i> <a href="https://cme.ur.edu.pl/">https://cme.ur.edu.pl/</a>
2022	<i>12th YERME summer school (YESS-12), Linz, Austria.</i> <a href="https://www.jku.at/linz-school-of-education/yess-12/">https://www.jku.at/linz-school-of-education/yess-12/</a>
2024	<i>Contemporary Mathematics Education (CME'24) Lublin, Poland.</i> <a href="https://cme.ur.edu.pl/">https://cme.ur.edu.pl/</a>
2024	<i>13th YERME summer school (YESS 13), Santander, Spain.</i> <a href="https://yess13.unican.es/">https://yess13.unican.es/</a>

## O. MEMBERSHIP IN SCIENTIFIC COMMUNITIES

1. Former elected Board member of the European Society for Research in Mathematics Education (2015-2021) <http://erme.site/erme-board/>
2. Greek Association of Researchers in Mathematics Education  
<http://www.enedim.gr/index.php/el/>
3. Hellenic Mathematical Society <http://www.hms.gr>

## P. OTHER ACADEMIC EXPERIENCE

1. Participation in evaluation committees of eleven (11) completed Ph.D. theses, three (3) of which as a member of the supervising committee.

2. Supervision of nine (9) completed Master's theses and member of the evaluation committee of ten (10) completed Master's theses.
3. Supervision and evaluation of nineteen (19) completed Bachelor's theses.

## **Q. FOREIGN LANGUAGES**

**English**              Certificate of Proficiency in English, University of Cambridge