

ANNA CHRONAKI, CV, 2015

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Education & Qualifications:

- 1992- 1997 PhD in Mathematics Education, University of Bath, UK
- 1989-1990 Master in Educational Sciences, University of Bath, UK
- 1982-1987 BA (4 years, Hons) in Mathematics, University of Patras, GR

Employment History:

- 2013-present Head of Department
- 2012-present Professor in the area of 'Mathematics Education and Open Learning Technologies' UTH, GR
- 2006-2012 Associate Professor, Department of Early Childhood Education, UTH, GR
- 2001-2006 Assistant Professor, Department of Early Childhood Education, UTH, GR
- 1998-2001 Researcher (full time), School of Education, Open University, Milton Keynes, UK
- 1997-1998 Adjunct Lecturer, Department of Primary Education, University of Athens, Athens, GR
- 1996-1998 Researcher, Computer Technology Institute (CTI), Athens, GR.
- 1993-1996 Researcher & Teaching (part time), PGCE: Post Graduate Certificate in Education & BEd: Bachelor, School of Education. University of Bath. Bath. UK

Indicators of Esteem:

Editorial boards: International Journal of Media Technology and Life Long Learning (www.seminar.net), Research in Mathematics Teaching and Learning (ENEDIM, GR); Critical Science and Education (GR), Learning with Technologies (e-diktyo, GR), European Journal of Psychology of Education (Springer)

Research Networks: Co-coordinator of the network *Open Learning: Media, Environments and Cultures* at ECER: Educational Conference on Educational Research (2011-today) AND Co-coordinator of the *Mathematics and Language* research group at CERME: Conference on European Research in Mathematics Education conference (2014-today).

Keynote conference addresses: 2015 1st National Conference on Educational Design in STEAM subjects, Rhodes, GR; 2013 7th Mathematics Education and Society Conference, Cape Town, SA; 2012 64th CIEAEM Conference, Rhodes, GR, 2011 29th ECAADE (Education and Research in Computer Aided Architectural Design in Europe), Ljubljana, SV, 2011 Collaborative Knowledge Building Group, Bari, IT, 2010, 6th Mathematics, Education and Society Conference (critical reaction), Berlin, DE, 2011 Invited Symposium at ISCAR, Rome, IT, 2009 25th Hellenic Mathematical Association Conference, Volos, GR; 2008 16th SAARMSTE Conference, Maseru, Lesotho and SA.

External examiner-ships: Aalborg University, DK; University of Aegean, GR, University of Western Macedonia, GR, University of Patras, GR, University of Witwatersrand, Johannesburg, SA

Reviewer in Journals: Journal of Research in Mathematics Teacher Education, Computers and Education, Gender and Education, Outlines: Critical Practice Studies, Teaching and Teacher Education, Learning & Instruction, Educational Studies in Mathematics, Dialogic Pedagogy, European Journal of Psychology of Education, For the Learning of Mathematics, JRME etc

Book Translation Editing: Walkerdine, V. (2013). *Counting Girls Out: Girls and mathematics*. Gutenberg Press. Athens.

Book Edited: Mathematics and Technology in the 'Body' of Education: The Gender Perspective (UTH, 2009), Challenging Mathematics Classroom Communication (IAP, 2005)

Compilation of Literature Reviews: *Gender, Children and Digital Media Use (in Greek, GLC, Aristotelian University of Thessaloniki, 2013, 170 pages)*, *The Epistemology of Constructivism in Mathematics Education (in English, University of Bath, 50 pages)*

Pedagogy, Learning and Play Design: Running Pelta (1997, learning material), IRIS: The Art of Maths and the Maths of Arts (2001, web based context), Zoo (2005, VR), ANIMA: Point-Line-Surface (2006, digital material), Maths in Crafts (2008, video), Maths in Market (2008, video), ANIMath (2008, web based context), Animals in Space (2008, VR), WomenStories_MathsStories (2008, booklet and weblog), Numbers in Cultures (2009, playful learning game), My Own Number (2009, playful learning game), Street Mathematics (2013-today, digital narrative, LMS), MathsMovesMe: Maths Moves with Me (2012-today, website, non-linear digital narrative, LMS), Tools & Spaces for Learning (2011-today, LMS), LTME courses (2005, LMS)

Selection of Recent Publications:

- Chronaki, A. (in press). The 'street', the 'body' and the 'move': A hybrid space design for knowledge urban circulation. *3rd International Conference Proceedings on Hybrid City: Data to the People*. Athens. September 2015.
- Chronaki, A. & Papasarrantou, C. (under review) Disrupting Mathematical Subjectivity with/in Urban Interventions: *Opening up the 'street mathematics' container*. Paper submitted for the AERA Symposium 'Re-inscribing the City in Design Studies of Critical STEAM Conceptual Practice'.
- Planas, N. Chronaki, A., Ronning, F. and Schutte, M. (in press). Challenges and Research Priorities in the context of the 'Mathematics and Language' TWG. In the CERME Proceedings.
- Chronaki, A., Moutzouri, G., Zaharaki, M., Planas, N. (in press). Number words in 'her' language, dialogism, and identity-work: The case of little Marram. In B., Greer & S., Mukhopadhyay (eds) Special Issue on Intercultural Education and Mathematics. *The Journal of Intercultural Education*.
- Pechtelidis, Y., Kosma, Y., Chronaki, A. (2015). Between a rock and a hard place: Women and computer technology. *Gender and Education*. Vol. 27, Issue 2, pages 164-182
- Chronaki, A. (2015) Recrafting Mathematical Subjectivity: bodies, movement, affect. 8th International Deleuze Studies Conference: Daughters of Chaos: Practice, Discipline, A Life. Stockholm: Architecture Dept.
- Chronaki, A. (2015). Mathematics With/in the Museum: *London, Paris and New York*. MuseumEd: Education and Research in Cultural Environments. Vol. 1, pp. 89-113.
- Chronaki, A., Moutzouri, G., and Magos, K. (2015). 'Number in Cultures' as a Playful Outdoor Activity: Making space for critical mathematics education in the early years. In U. Gellert, J.G. Rodriguez, C. Hahn, & S. Kafousi (Eds.). *Educational Paths to Mathematics: A C.I.E.A.E.M. sourcebook*. Dordrecht: Springer. pp143-160.
- Chaviaris, P., Kafousi, S., and Chronaki, A. (2015). Students' and Parents' Communicative Practices with Statistics. In 31st National Mathematical Society Conference. Veroia, GR.
- Chronaki, A. & Kynigos, C. (2015). *Humor as a humble way to access the complexity of knowledge construction*. Open Peer Commentary on 'Amusement, Delight, and Whimsy: Humor has its reasons that reason can't ignore' by E. K. Ackerman. *Constructivist Foundations*. Vol 10, No3, pp. 416-7
- Gavriilidou, M. and Chronaki, A. (2015). Children's narratives of their experience with digital games. In "Media – Knowledge – Education: Why Media Education?" - International Conference at the University of Innsbruck (February 27-28, 2015).
- Chronaki, A. & Zaharaki, M. (2014). A Digital Narrative of our Relation with Mathematics: *The case of 'street mathematics'*. In *1st International Conference on Science and Literature Commission on Science & Literature: DHST/ IUHPST*. 9-11 July. Athens, GR.
- Chronaki, A. & Milionis, C. (2014). Mathematical Literature in Teachers' Hands: What tool does 'literature' become for mathematics education? *n 1st International Conference on Science and Literature Commission on Science & Literature: DHST/ IUHPST*. 9-11 July. Athens, GR.
- Chronaki, A., & Matos, A. (2013). Integrating Technology into Teaching: Teachers' Narratives about Desiring/Resisting Identity Change. *Learning, Media and Technology*. Vol. 38, Issue 5. pp. 1-19.
- Chronaki, A. (2013). *Gender, Children and Digital Media Use: A Report on Current Bibliography (in greek)*. The Greek Language Centre. (170 pages).
- Chronaki, A. Bourdakis, V. & Stoikos, I. (2013). A Virtual Reality Interactive Narrative for Spatial Navigation: A focus on design methods. Paper presented in Open Learning Environments Network in ECER: European Conference on Educational Research. Instabul. September 9-10. 2013.
- Chronaki, A. (2012). Arithmetic Problem Solving as a Space for Cultural Diversity: Review of Social Research [Επιθεώρηση Κοινωνικών Ερευνών] 137-138 A'-B', 2012, 173-200.
- Chronaki, A., & Pechtelidis, Y. (2012). 'Being Good' at Maths. Fabricating Gender Subjectivity. *REDIMAT: Journal for Research in Mathematics Education*. Vol. 1, No. 3. pp. 246-277.
- Chronaki, A., & Mountzouri, G. (2012). Playing with Numbers in Cultures: Beginning to Trouble Essentialist Views of Mathematical Knowledge re/production. *Special Issue Edited by Benedetto Di Paola & Javier Diez-Palomar. Journal Quaderni di Ricerca in Didattica (Mathematics)*. Issue 22 (July 2012). pp.90-95.
- Chronaki, A. (2012). Women in relation to school technology and mathematics: reading hegemonic discourses via "cyborgs" and "subalterns". *Special Issue Edited by Benedetto Di Paola & Javier Diez-Palomar. Journal Quaderni di Ricerca in Didattica (Mathematics)*. Issue 22 (July 2012). pp.156-161.
- Chronaki, A. (2011). 'Troubling Essentialist Identities: Performative Mathematics and the Politics of Possibility'. In M. Kontopodis, C. Wulf, & B. Fichtner. (Eds.). *Children, Development and Education: Cultural, Historical and Anthropological Perspectives*. Springer Science. The Series: International Perspectives on Early Childhood Education and Development, pp. 207-227.
- Chronaki, A. (2011). *Disrupting development as the quality/equity discourse: Cyborgs and subalterns in school technoscience*. In B. Atweh, M. Graven, W. Secada & P. Valero (Eds.). *Mapping equity and quality in mathematics education*. Dordrecht. Springer, pp. 3-21.

- Dafermakis M. and Chronaki A. (2011) What might happen when socio-cultural-historical theory travels? Critical Perspectives from the Greek context. Invited Regional Symposium for the ISCAR (International Society for Cultural and Activity Research). ISCAR Congress, Rome, Italy, 5-10 September 2011.
- Chronaki, A. (2010). *Revisiting mathematics: A process-reading of critical mathematics education*. In H. Alro, O. Ravn & P. Valero (Eds.). *Critical Mathematics Education: Past, Present and Future*. Rotterdam: Sense Publishers, pp. 31-50.
- Black L., Chronaki A., Lerman S., Mendick H., Solomon Y. (2010) 'Symposium proposal: Telling choices: mathematics, identity and social justice'. In *Proceedings of the 6th Mathematics Education and Society Conference (MES)*. Berlin, pp. 89-92.
- Chronaki A., Planas N., Setati M. and Civil M. (2010) Use of multiple languages in mathematics learning and teaching. In *Symposium 'Same Question Different Countries: Use of Multiple Languages in Mathematics Learning and Teaching'* In *Proceedings of the 6th Mathematics Education and Society Conference (MES)*. Berlin, pp. 93-96.
- Kotarinou, P., Chronaki, A. and Stathopoulou, C. (2010) Debating for 'one measure for the world': Sensitive Pendulum or Heavy Earth? In Gellert, U., Jablonka, E., and Morgan, C. (editors) *Proceedings of the 6th Mathematics Education and Society Conference (MES)*. Berlin, pp. 293-300.
- Chronaki, A. with Matos, A. (2010) Desiring/Resisting Identity Change Politics: Mathematics, Technology and Teacher Narratives. In Gellert, U., Jablonka, E., and Morgan, C. (editors) *Proceedings of the 6th Mathematics Education and Society Conference (MES)*. Berlin, pp. 219-228.
- Chronaki, A. (2009). *Mathematics, Technologies, Education: The gender perspective*. University of Thessaly Press. (175 pages) ISBN – 978-960-8029-88-0
- Chronaki, A., Kermanidis, M., & Katsiaboura, G. (2008). *Women in the Sciences of Mathematics; life stories and stories of mathematical knowledge production*. University of Thessaly Press. (ISBN: 978-960-8029-89-7). – in Greek.
- Vekiri, I., & Chronaki, A. (2008). Gender Issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school. *Computers and Education*. Vol. 51, Issue 3, pp. 1392-1404.
- Chronaki, A. (2009). *Women writing for a school mathematics journal: belonging and becoming in a gendered network*. In A. Chronaki. (Ed.). *Mathematics, Technologies, Education: The gender perspective*. University of Thessaly Publication series, pp. 129-135.
- Chronaki, A., & Kanellopoulos, P. (2009). *Performing 'beginnings'*. In A. Chronaki (Ed.). *Mathematics, Technologies, Education: The gender perspective*. University of Thessaly Press, pp. 61-75.
- Stamou, A., & Chronaki, A. (2009). *Dominant discourses and gender dimensions in the writing of school mathematics: the case of the school magazine Euclid A*. in A. Chronaki (Ed.). *Mathematics, Technologies, Education: The gender perspective*. University of Thessaly Press, pp. 137-140.
- Chronaki, A. (2009). *Technoscience in the 'body' of Education: Knowledge and Gender politics*. In A. Chronaki (Ed.). *Mathematics, Technologies, Education: The gender perspective*. University of Thessaly Press, pp. 7-27.
- Chronaki, A. (2009). *An Entry to Dialogicality in the Maths Classroom: Encouraging Hybrid Learning Identities*. In M. César & K. Kumpulainen (Eds.). *Social Interactions in Multicultural Settings*. Sense Publishers Press, pp. 117-143.
- Chronaki, A. (2008). *'Sciences entering the 'body' of education: Women's experiences and masculine domains of knowledge'*. In M. Chionidou-Moskofoglou, A. Blunk, R. Sierpiska, Y. Solomon, & R. Tanzberger (Eds.). *Promoting Equity in Maths Achievement: The Current discussion*. The University of Barcelona Press, pp. 97-110.
- Chronaki, A. (2008). *'Troubling' School Maths: the teaching experiment as a possibility to dialogicality*. In M. Pourkos (Ed.). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. University of Crete publishing Series. Rethymnon, pp. 213-231.
- Stamou, A. and Chronaki, A. (2007) Writing mathematics through dominant discourses: the case of a Greek school magazine. In D. Pitta-Pantazi and G. Philippou (eds). *Proceedings of the 5th Congress of the European Society for Research in Mathematics Education*. 22-26 Feb, 2007. Nicosia Cyprus (http://ermeweb.free.fr/CERME%205/WG8/8_Stamou.pdf), pp. 1311-1320.
- Bourdakis V. and Chronaki A. (2005) 'Social and Gender issues emerging on utilizing a VR planning tool for public participation', In *Vision and Visualisation, IX Iberoamerican Congress of Digital Graphic Proceedings, SiGRaDi, Peru*, pp.526-534.
- Chronaki, A. (2005). Learning about 'learning identities' in the school arithmetic practice: The experience of two young minority Gypsy girls in the Greek context of education. *European Journal of Psychology of Education: Special Issue on "The Social Mediation of Learning in Multiethnic Classrooms"* Guest Editors: Guida de Abreu and Ed Elbers. Vol. XX, no 1, pp. 61-74.
- Chronaki, A., & Christiansen, I. M. (Eds.). (2005). *Challenging Perspectives in Mathematics Communication*. Information Age Publishing Inc. USA. Paperback ISBN-1-59311-151-7, Hardcover ISBN-1-59311-152-5 (371 pages).

- Chronaki, A. (2004). *Researching the school mathematics culture of 'others'- Creating a self-other dialogue*. In P. Valero and R. Zevenbergen (Eds.). *Researching the Socio-Political Dimensions of Mathematics Education: Issues of power in theory and methodology*. Kluwer Academic Publishers. Netherlands. pp. 145-165. ISBN 1-4020-7906
- Chronaki, A. (2003) *Activity, Tools, Identity: Design Dimensions for Cyberspace Mathematics*. In T. Triandafilidis and C. Chatziriakou (eds). *Proceedings of the 6th International Conference on Technology in Mathematics Teaching*. 10-13 October 2003. University of Thessaly. Volos, pp. 100-108
- Kotsanis, I., Chronaki, A., Sampson, D., and Dapontes, N. (2003). *Web-based Exploratory Cross-Curricular Contexts*. In D. M. Watson and J. Andersen (eds). *Networking the Learner: Computers in Education*. Kluwer Academic Press, pp. 363-372. ISBN 1-4020-7133-7
- Chronaki, A. and Jess, K. (2002). *Visual Images from the lives of immigrant pupils in mathematics classrooms*. In P. Valero and O. Skovsmose (eds.) *Proceedings of the 3rd Congress on Mathematics Education and Society*. Pp. 77-83.
- Chronaki, A. (2000). *Teaching maths through theme-based resources: Pedagogic style, 'theme' and 'maths' in lessons*. *Educational Studies in Mathematics*. Vol. 42. pp 141-163.
- Chronaki, A. (2000). *Visions of school mathematics curriculum and maths teacher education programs: In search of a discourse?* (translated in French by Stephane Lacroix and Daniel Martin) *Periodique Publie par l' Association Canadienne d' Education de Langue Francaise. (ACELF): Education et Francophonie: Revue Scientific Virtuelle*. Vol. XXVIII, No.2, automne-hiver 2000.
- Chronaki, A. (2000) *Computers in Classrooms: Learners and Teachers in New Roles*. In Bob Moon, Miriam Ben-Peretz and Sally Brown (eds). *Routledge International Companion of Education*. Routledge. London. Ch. 32, pp. 558-572. ISBN-0-415-11814-X.
- Chronaki, A. (1999). *Reforms and Pedagogy: the case of the maths curriculum in Greece*. Paper presentation in the symposium: Paper presentation in the symposium: 'Social, political and cultural contexts of curriculum renewal in Europe' organized by Wilmed Kuiper. AERA (American Educational Research Association). April 1999, Montreal, Canada.
- Chronaki, A. and Kynigos, C. (1999) *Teachers' views on pupil collaboration in computer based groupwork settings in the classroom*. In O. Zaslavsky (ed.). *Proceedings of the Psychology of Mathematics Education Conference*. Haifa. Israel, (Volume 2), pp. 209-216.
- Chronaki, A. (1998) *Exploring the socio-constructivist Aspects of Maths Teaching: Using 'Tools' in creating a Maths Learning Culture*. In Ole Bjorkqvist (editor), *Mathematics Teaching from a Constructivist Point of View (Reports from the Faculty of Education, Abo Akademi University, No. 3 1998)*, pp. 61-84. ISBN 952-12-0151-7.
- Chronaki, A. (1999) 'Contrasting the 'Socio-Cultural' and 'Socio-Political' Perspectives in Maths Education and Exploring their Implications for Teacher Education. *International Conference on Mathematics Education into the 21st Century "Societal Challenges, Issues and Approaches'*. November 1999. Cairo. Egypt, pp. 18-27.
- Chronaki, A. (1999) *Language Use and Geometry Texts*. *Proceedings of the BSRLM (British Society of Research into Learning Mathematics)*. 27th February 1999. UK, pp. 95-100.
- Chronaki, A. (1992) *Physical Metaphors in the Construction of Mathematical Knowledge*. *Proceedings of the BSRLM (British Society of Research into Learning Mathematics)*. 21st November 1992. Open University. UK, pp 17-24.

Invited Keynote Plenaries:

- Chronaki, A. (2015). *A Critique of the Ideology of Certainty's Hegemony in Mathematics and Mathematics Education (in Greek)*. In Skoumbourdi, C. and Skoumios, M. (eds). *Educational Design for STEAM*. Conference Proceedings. University of the Aegean. Rhodes, GR. pp. 106-136.
- Chronaki, A. (2013). *Identity-Work as a Political Space for Change: The case of mathematics teaching through technology use*. In M. Berger, K. Brodie, Frith, V. and LeRoux, K. (eds). *Proceedings of the 7th International Conference Mathematics Education and Society*. April 2013. University of Cape Town. Cape Town. South Africa (pp. 1-19).
- Chronaki, A. (2012). *Fragile Experiments with Mathematics and Technology: Focusing into issues of teaching and learning*. In the 64th International Conference of the International Commission for the Study and Improvement of Mathematics Education (CIEAEM). 23-27 of July 2012. University of the Aegean. Rhodes. Greece.
- Chronaki, A. (2011). *Taking Fragility Seriously: The risks of representing, experimenting and performing with/in virtual-physical spaces*. In the 29th eCAADE (Education and research in Computer Aided Architectural Design in Europe: <http://www.ecaade.org/>). September 2011. Ljubljana, Slovenia (<http://predmet.f.a.uni-lj.si/ecaade2011/schedule.htm>).

- Chronaki, A. (2011). Gendered dimensions of digital media use and production with(in) educational practices. In the 3rd Conference of Collaborative Knowledge Building Group (CKGB). April 2011. University of Bari, Italy. (<http://www.ckbg.org/congresso2011>)
- Chronaki, A. (2010). Racism as Gazing Bodies: From 'body-color' epistemology to epistemic violence'. A response to: Not-so-strange bedfellows: Racial projects and the mathematics education enterprise by Daniel Martin. In U. Gellert and E. Jablonka (eds.) Proceedings of the 6th MES: Mathematics Education and Society Conference. March 2010. Free University, Berlin. Germany. (<http://www.ewi-psy.fu-berlin.de/en/v/mes6/plenary/index.html>)
- Chronaki, A. (2009). The Gaze, the Talk and the Silence: Communication in the context of researching and teaching mathematics. In proceedings of the 25th National Congress of Hellenic Mathematical Society. November 2008. Volos, GR.
- Chronaki, A. (2008) 'Performing 'learning identities': Unravelling everyday action in multicultural mathematics classrooms'. In the 16th Annual Conference of SAARMSTE, The role of research in promoting relevance, quality and access to Mathematics, Science, and Technology Education in Southern Africa, Maseru-Lesotho, 14-18 January 2008
- Chronaki, A. (2011). Educational Robotics and Childhood: Opening up an emerging interdisciplinary field. Day Conference on Educational Robotics, March 2011, Volos. (<http://www.sepdem.gr/anakoinoseis/epikairota/53-imerida-gia-tin-ekpaideytiki-rompotiki-30-03-2011.html>).
- Chronaki, A. (2010). Gender and TechnMathematics in the 'Body' of Education. In Proceedings of the Day Conference on Gender. Moraitis School. September 2010, Athens.
- Chronaki, A. (2009) Digital Learning and Learning: Relation at its limits. 1st Hellenic Congress on the Internet Sciences. Organized by the Hellenic Association of Internet Addiction. November 2009. Larissa.
- Chronaki, A. (2008) Re-negotiating meanings through the challenge of geometry and technology in the early years. Day Conference on Early Mathematics. March 2008. University of the Aegean, Rhodes,
- Chronaki, A. (2008). Mathematics and Computers in Children's Hands: Gendered and Cultural Diversities. Day Conference on Equity Issues. June 2008. Nea Ionia 10th Primary School. Volos.
- Chronaki, A. (2008) Arithmetic Problem Solving and Cultural Diversity. Day Conference of Social Inequalities in Education. March 2008. Democritian University of Thrace. Alexandroupolis.
- Chronaki, A. (2006) 'Arts, Maths, and Learning: A complex relation. Day conference on Maths & Arts in the Centre of Giorgio de Chirico. Organized by the French Institute in Greece. November 2006. Volos

Funding (as Principal Investigator):

- GSRT: General Secretariat of Research & Technology, Euros 7K (2012-13). Street Mathematics: The Design and Construction of a Digital Narrative for Cultural Representations of Mathematics and Learning.
- UTH RC: University of Thessaly Research Committee, Euros 2K (2010-13). Materials, Talk, Gestures: Student Teachers; Using Mathematics and Technologies with Young Children.
- NAS: National Association of Science (in Greece), Euros 60K (2008-9 & 2006-7). Intercultural Education and Sciences with/in the School: Organizing and Implementation of Life Long Learning Courses
- EPEAK & EU: Ministry of Education & European Union, Euros 200K (2004-9). Gender, Mathematics and Technology in Education.
- EPEAK & EU: Ministry of Education & European Union, Euros 20K (1999-2001). IRIS: The Art of Mathematics and the Mathematics in Art.

Consultation as Invited Expert and Collaborator (a recent selection):

- EnvKids: Environmental Sustainability Training for Children (2009-2011, Comenius), Gender, Children and Digital Media (2010-2011, CGL: Centre of Greek Languages), LOCUMS: Local Cultures for Understanding Mathematics and Science (2015-2018, NTNU)

Development of Under/Post Graduate Courses & Research Interests:

Mathematical Thinking and Early Childhood, Digital Mathematical Contexts: Learning and Play, Ethnographic Studies of Mathematics and Technology in Social Practices, Gender, Technology and Maths in Education, Mathematics, Literature and Education, Design(s) and Use(s) of Contemporary Technologies for Learning and Play, Methodologies (teaching experiment, discourse theory, performative ethnography, embodied performances and art-based methods, cognitive anthropology, post-structural studies, gender studies, CHAT theories, SST studies, post-colonial studies, media and cultural studies)