

	<p>Xenia Vamvakoussi Department of Early Childhood Education</p> <p>Contact Information Phone: 2651004325 E-mail: xvamvak@uoi.gr Lab URL: https://mathedulab.ecedu.uoi.gr/</p>
<p>Education</p> <p>Degree: PhD in Basic and Applied Cognitive Science Year: 2004 Institution: Department of History and Philosophy of Science, NKUA</p> <p>Degree: Msc in Didactics and Methodology of Mathematics Year: 1998 Institution: Department of Mathematics, NKUA</p> <p>Degree: B.S. in Mathematics Year: 1994 Institution: Department of Mathematics, NKUA</p>	<p>Research topics (related to the Institute)</p> <ol style="list-style-type: none"> 1. Development, learning, and teaching of number concepts 2. Development of mathematics-related reasoning 3. Mathematical knowledge for teaching <p>Research summary</p> <ul style="list-style-type: none"> • Conceptual change in the transition of natural to rational numbers • The natural number bias and its effects on learning and reasoning on rational numbers • Conceptual and procedural knowledge of rational numbers • Analogical reasoning and the use of analogies in instruction • Early multiplicative reasoning: Development and instructional support • In service and prospective educators mathematical knowledge for teaching <p>Professional background</p> <p>2019- today Associate Professor, Dept. of Early Childhood Education, Uoi</p> <p>2014 – 2019 Assistant Professor, Dept. of Early Childhood Education, Uoi</p> <p>2012 –2014 Lecturer, Dept. of Early Childhood Education, Uoi</p> <p>2010 –2011 Visiting Lecturer, Dept. of Education, UCY</p> <p>Post-doctoral research experience:</p> <p>2009-2010 Centre for Instructional Psychology and Technology, Katholieke Universiteit Leuven, Belgium, personal grant F+ Fellowship (3H090299), Lab Director: Prof. Dr. Lieven Verschaffel.</p> <p>2007-2009 Laboratory of Basic and Applied Cognitive Science, Department of History and Philosophy of Science, NKUA, project <i>Humans: The analogy making species (ANALOGY)</i>, funded by the FP6 NEST Program of the European Commission. (STREP Contr. 029088), Principal Investigator: Prof. Stella Vosniadou.</p> <p>2004-2006 Laboratory of Basic and Applied Cognitive Science, Department of History and Philosophy of Science, NKUA, project Pythagoras I (70/3/7422), funded with 75% contribution from European Social Funds and 25% contribution from National Funds, Principal Investigator: Prof. Stella Vosniadou.</p>

Indicative publications

<p>1. Vamvakoussi, X., Bempeni, M., Pouloupoulou, S., & Tsiplaki, I. (2019). Theoretical and methodological issues in the study of conceptual and procedural knowledge: Reflections on a series of studies on Greek secondary students' knowledge of fractions. <i>Educational Journal of</i></p>

the University of Patras UNESCO Chair, 6(2), 82-96.

2. Vamvakoussi, X., Christou, K.P., & Vosniadou, S. (2018). Bridging psychological and educational research on rational number knowledge. *Journal of Numerical Cognition, 4(1), 84–106.*
3. Vamvakoussi, X. (2017). Using analogies to facilitate conceptual change in mathematics learning. *ZDM Mathematics Education, 49(4), 497-507.*
4. Vamvakoussi, X. (2015). The development of rational number knowledge: old topic, new insights. *Learning & Instruction, 37, 50-55.*
5. Bempeni, M., & Vamvakoussi, X. (2015). Individual differences in students' knowing and learning about fractions: evidence from an in-depth qualitative study. *Frontline Learning Research, 3(1), 17 – 34.*
6. Vamvakoussi, X., Van Dooren, W., & Verschaffel, L. (2013). Educated adults are still affected by intuitions about the effect of arithmetical operations: evidence from a reaction-time study. *Educational Studies in Mathematics, 82(2), 323-330.*
7. Vamvakoussi, X. & Vosniadou, S. (2012). Bridging the gap between the dense and the discrete. The number line and the “rubber line” bridging analogy. *Mathematical Thinking and Learning, 14, 265–284.*
8. Vamvakoussi, X., Van Dooren, W., & Verschaffel, L. (2012). Naturally biased? In search for reaction time evidence for a natural number bias in adults. *Journal of Mathematical Behavior, 31, 344-355.*

**Number of publications, 107(19-12-2020) Number of citations: 1.811 (Scholar 19-12-2020)
h factor = 16 (Scholar 19-12-2020)**

Recent Research projects / grants (last 5 years)

2018-2019 “Exploring the relation between individual differences in conceptual and procedural knowledge of rational numbers, and the individual’s learning approach to mathematics: development and validation of research instruments”, PA 2014-2020, OP Human Resources Development, Education and Lifelong Learning, co-funded by the European Union and National Funds. Principal Investigator: X. Vamvakoussi.