

ANNA CHRONAKI, Professor in Mathematics Education and Learning Technologies

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CV, updated April 2020



Education:

- 1992-97: PhD in Mathematics Education, University of Bath, UK
1989-90: Master in Educational Sciences (educational technology & drama), University of Bath, UK
1983-87: BA (Hons) in Mathematics (with subject didactics), University of Patras, GR

Employment History:

- 2015-present Visiting Prof, Malmö University, SE
2013-15 Head of Department, DECE, UTH, GR
2012-present Professor in 'Mathematics Education and Learning Technologies' UTH, GR
2006-12 Associate Professor, Department of Early Childhood Education, UTH, GR
2005-06 Visiting Prof, Department of Early Childhood, National Kapodistrian Univ. of Athens, GR
2004-07 Assistant Professor (part-time), School of Education, Hellenic Open University, GR
2001-06 Assistant Professor, Department of Early Childhood Education, UTH, GR
1998-01 Researcher (full time), School of Education, Open University, Milton Keynes, UK
1997-98 Adjunct Lecturer, Department of Primary Education, University of Athens, Athens, GR
1996-98 Researcher, Computer Technology Institute (CTI), Athens, GR.
1995 Invited Scholar, Program in Mathematics Education, Aalborg, DK
1993-96 Teaching (part-time), PGCE: Post Graduate Certificate in Education & BEd: Bachelor, School of Education. University of Bath. Bath. United Kingdom.
1994-96 Researcher, School of Education, University of Bath, Bath, UK

Indicators of Esteem:

Editorial boards: Research in Mathematics Education, UK, 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), MES: Mathematics Education and Society.

Research Networks: Co-coordinator of the network *Open Learning: Media, Environments and Cultures* at ECER: Educational Conference on Educational Research (2011-2015), Co-coordinator of the *Mathematics and Language* TWG9 (2014-2017) and the Social, Cultural and Political Aspects of Mathematics Education TWG10 (2017-today) at CERME: Conference on European Research in Mathematics Education conference (2014-2017), Board of MES: Mathematics Education and Society.

Invited Keynotes and Talks: 2020-21 14th ICME: International Congress in Mathematics Education, Shanghai, China; 2020-21 Postmodern Theories in Education, AUTH, Thessaloniki, GR; 2018 19th Biennial Mathematics Education Conference, Karlstad SE; 2017 69th CIEAEM, Berlin, DE; 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), 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 examinerships: Aalborg University, DK; Stockholm University, SE; KTH, SE; Oslo University, NO; Vrije University Brussels, BE; University of Aegean, GR; University of Western Macedonia, GR; University of Patras, GR; University of Athens, GR; University of Witwatersrand, Johannesburg, SA

Reviewer in Journals: Research in Mathematics Education (editorial board), 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.

Awards: Award for post-doctoral studies from Esther Parkin Trust, University of Bath, Bath, UK (1994-95); Three-year award for postgraduate studies from the Hellenic State Scholarship Foundation (SSF), Athens, GR (1990-93)

PUBLICATION LIST

books and monographs

- Anna Chronaki (2013). Gender and Technology in Education: Synthesis of literature review and methodologies. The Greek Language Centre. (170 pages) - in Greek.
- Anna Chronaki (2009) 'Mathematics, Technologies, Education: The gender perspective'. University of Thessaly Press. (175 pages) ISBN – 978-960-8029-88-0
- Anna Chronaki, Theodora Kermanidis, and Gianna Katsiaboura (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.
- Anna Chronaki and Iben Maj Christiansen (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)
- Anna Chronaki (1998) The Epistemology of Constructivism in Mathematics Education. Internal Publication. School of Education. University of Bath. Bath. (50 pages)

translation editing of books

- V. Walkerdine (2013). Counting Girls Out: Girls and mathematics. Gutenberg Publication Press.
- R. Pinxten (2020, submitted). MultiMathemacy: Anthropology of Mathematics Education. Gutenberg Publication Press

conference proceedings editing

- *Straehler-Pohl, H., Bagger, A., Black, L., Chronaki, A., and Kollosche, D. (2019).* Introduction to the work of TWG10: Diversity and Mathematics Education: Social, Cultural and Political Challenges In. Jankvist, T.U., van den Heuvel-Panhuizen, M., Veldhuis, M. (Eds.) proceedings of CERME 11 (1819 -1831). Utrecht.
- Planas, N., Chronaki, A., Ronning, F., & Schutte, M. (2015). Challenges and research priorities in the context of TWG09: Mathematics and Language. K. Krainer & N. Vondrová (Eds.), Proceedings CERME 9 (1318- 1324). Prague.
- A. Chronaki (2017). MES 9 Conference Publication Proceedings. University of Thessaly Press. Volos. ISBN: 978-960-9439-48-0 vol 1:pp. 1-348 and 978-960-9439-49-7 vol 2: pp. 349-1023.
- A. Chronaki (2008) Gender, Mathematics and Technology. An Interdisciplinary Approach. University of Thessaly Press. Volos.(24 pages)
- A. Chronaki. (ed.) (2005) Papers presented at the OpenNet between 1998-2004. OPENnet: Open Contexts, Cultural Diversity, Democracy: Research Network 6, EERA: European Educational Research Association. CD ROM
- T. Triantafillidis, K. Chatzikiriakou, P. Politis, and A. Chronaki (eds) (2003) Proceedings of the 6th National Conference of Mathematics Teaching and Informatics in Education with international participation. University of Thessaly, Volos, GR. Gutenberg Publishing.] (425 pages) – in greek
- J. Calderhead, A. Chronaki and K. Taylor (eds) (1995) Proceedings of CER95 (European Conference on Educational Research). University of Bath, Bath, UK. (230 pages)

papers in peer reviewed journals

- Dafermos, M, Chronaki, A and Kontopodis, M (Accepted: 2020) Cultural-historical Activity Theory Travels to Greece: Actors, Contexts and Politics of Reception and Interpretation. *Cultural-Historical Psychology*. 2020. Vol. 16, no. 2, pp. 33-41 DOI: <https://doi.org/10.17759/chp.2020160205>
- Chronaki, A. (2019) Affective bodying of mathematics, children and difference: choreographing 'sad affects' as affirmative politics in early mathematics teacher education. *ZDM Mathematics Education* 51, 319–330. <https://doi.org/10.1007/s11858-019-01045-9>
- Delacour, L. and Chronaki, A. (2019). The Discursive Fabrication of the Desired Child in Early Childhood Mathematics Education in *Philosophy of Mathematics Education Journal*. No 35. (ISSN 1465-2978 (Online)).
- Chronaki, A., Planas, N. (2018) Language diversity in mathematics education research: a move from language as representation to politics of representation. *ZDM Mathematics Education* 50, 1101–1111. <https://doi.org/10.1007/s11858-018-0942-4>
- Chronaki, A. (2018) Racism as Gazing Bodies: From 'body-color' epistemology to epistemic violence A response to: Danny Martin: Not-so-strange bedfellows. *Philosophy of Mathematics Education Journal*. No 34. ISSN 1465-2978 (Online)
- Chronaki, A., Kollosoche, D. (2018) Refusing mathematics: a discourse theory approach on the politics of identity work. *ZDM Mathematics Education* 51, 457–468 (2019). <https://doi.org/10.1007/s11858-019-01028-w>
- Segerby, C. & Chronaki, A. (2018). Primary students' participation in mathematical reasoning: Coordinating reciprocal teaching and systemic functional linguistics to support reasoning in the Sweden. *EDeR: Educational Design Research*, 2 (1), 1-32. <http://dx.doi.org/10.15460/eder.2.1.1150>
- Chronaki, A. (2018) "The Unbearable Lightness of Dis|appearing Mathematics: Or, life and reason for the citizen at times of crisis", *The Mathematics Enthusiast*: Vol. 15: No1, Article 3. Available at: <https://scholarworks.umt.edu/tme/vol15/iss1/3>
- Chronaki, A., Moutzouri, G., Zaharaki, M., Planas, N. (2016). Number words in 'her' language, dialogism, and identity-work: The case of little Mariah. In *Intercultural Education*. Vol. 27, Issue 4. 352-362
- 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
- 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.
- Pechtelidis, Y., Kosma, Y., Chronaki, A. (2015). Between a rock and a hard place: Women and computer technology. In *Gender and Education*. Vol. 27, Issue 2, pages 164-182
- Stathopoulou, C., Chronaki, A. and Kotarinou, P. (2014) Establishing the use of 'meter' as a measure unit: An interdisciplinary approach for teaching mathematics. *Teaching Mathematics and its Applications: International Journal of IMA*. Oxford UP. 33(2):81-97
- Chronaki, A. and Matos, A. (2014). Technology Use and Mathematics Teaching: Teacher change as discursive identity work. In *Learning, Media and Technology*. Vol. 39, Issue 1. pp. 107-125.
- Chronaki, A. and Pechtelidis, Y. (2012). 'Being Good' at Maths. Fabricating Gender Subjectivity. In *REDIMAT: Journal for Research in Mathematics Education*. Vol. 1, No. 3. pp. 246-277.
- Chronaki, A. (2012). Arithmetic Problem Solving as Space for Identity-Work. *Review of Social Research*. Vol. 137-138. A-B: 173-200 [Επιθεώρηση Κοινωνικών Ερευνών]
- 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. In *Journal Quaderni di Ricerca in Didattica (Mathematics)*. Issue 22 (July 2012). pp. 156-161.
- Vekiri, I. and Chronaki, A. (2008) Gender Issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school. In *Computers and Education*. Vol. 51, Issue 3, pp. 1392-1404.
- Stamou, A., Chronaki, A. & Zioga, A. (2007) Scientific Discourses and Gendered Representations at the School Mathematics Journal ‘Euclid A’. *Research in Mathematics Teaching* Vol. 1. pp. 63-89.
- Stamou, A., & Chronaki, A. (2007). How mathematics become written: scientific discourses and gendered dimensions in students’ journal Euclid A. *Critical Science Education*. Vol. 5. pp. 25-45.
- Chronaki, A. (2006). Challenges of geometry and technology in the early ages. The medium and the message of the system human-technology-activity. *Themes in Education*. Vol. 7 (1). Pp. 23-51.
- Chronaki, A. & Stergiou, E. (2005). The computer in the early year classroom: Children’s views and access to computer and technology-use. *Teaching in Sciences: Research and Practice*. Vol. 13. pp. 46-54.
- 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. In the *European Journal of Psychology of Education: Special Issue on “The Social Mediation of Learning in Multiethnic Classrooms”* Guest Eds: Guida de Abreu and Ed Elbers. Vol. XX, no 1, pp. 61-74.
- Chronaki, A. (2000). Collaboration amongst students in groups: Teachers’ views. *Contemporary Education*. Vol. 112. pp. 38-49.
- 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. pp. 121-147 (<http://www.acef.ca/revue/XXVIII-2/articles/07-Chronaki.html>)
- Chronaki, A. (1997) Constructivism as an energiser for thinking. In *Chreods: Journal on Philosophical Issues of Mathematics Education*, Special Issue on Mathematics Education and Society: Radical Visions and Socialist Perspectives. Vol. 11, pp. 15-21. ISSN 1350 - 6781. (<http://s13a.math.aca.mmu.ac.uk>).
- Chronaki, A. with Bourdakis, V. (1996) Educational Research and the Internet: Reality or Myth for Researchers? In *EERA Bulletin* Vol.2, n.2, pp12-16. (renamed into *European Educational Research Journal* <http://www.triangle.co.uk/EERJ/>)

peer-reviewed journal thematic book reviews

- Chronaki, A. (under review). Book Review of Liz de Freitas and Nathalie Sinclair ‘Body and Mathematics Education’. *Mathematical Thinking and Learning*.
- Anna Chronaki (2018) Mathematics out in the wild: *anthropological engagements with mathematics education*, *Research in Mathematics Education*, 20:1, 94-99, DOI: [10.1080/14794802.2017.1384754](https://doi.org/10.1080/14794802.2017.1384754)

- Chronaki, A. (2007) Book Review of Heather Mendick. 2006. 'Masculinities' Open University Press. In IOWME: Journal of the International Organisation of Women in Mathematics Education. Volume 21, No 1, pp. 22-23.
- Chronaki, A. (2003) Extended Book Review: Telling Tales on Technology: qualitative studies of technology and education by Neil Selwyn: Cardiff Papers in Qualitative Research. In Education, Communication, Information. Vol. 3, No 3, pp. 410-413.
- Chronaki, A. (2002) Human Learning and Electronic Pedagogy [Essay Review based on 3 books: a) Building Learning Communities in Cyberspace: effective strategies for the online classroom by R. Palloff and K. Pratt, b) E-Moderating: the key to teaching and learning by G. Salmon, and c) Electronic Collaborators: learner-centered technologies for literacy, apprenticeship and discourse by C.J.Bonk and K. S. King]. In Education, Communication, Information. Vol. 1, No 1, pp 125131.
- Chronaki, A. (2001) Subject Cultures or Cultures within Subjects? [Themed Book Review based on 2 books: a) Learning to Teach Art and Design in the Secondary School by N. Addison and L. Burgess and b) Learning to Teach Mathematics in the Secondary School by S. Johnston-Wilder et al] British Journal for Educational Research. Vol. 27, No. 5, pp. 666-669.
- Chronaki, A. (1999) Headstart GCSE Mathematics CD-ROM: What maths can pupils learn and in what ways? In MicroMath. Vol. 15, No. 1, pp 42-46.

encyclopedia entries:

- Chronaki, A. (2017) *Mathematics Education as a matter of Identity*. In Peters, M. (Ed). Encyclopedia of Educational Philosophy and Theory. New York: Springer.
- Chronaki, A. (2009) Gender and Mathematics. Paper entry for the wiki GenderPaideia (FyloPaideia)http://www.thefylis.uoa.gr/fylopedia/index.php/Φύλο_και_μαθηματικά

papers in educational media/magazines

- Chronaki, A. (2002). Computers as play learning in the early ages. *Bridges*. Vol 2. Jan-Feb. 2002. pp. 66-71.
- Chronaki, A. (2002). Looking -in the company of a computer- through the Reggio Emilia educational approach. *Bridges*. Vol. 3. Mar-Apr. 2002. pp. 68-71
- Chronaki, A. (2001). Internet for teachers. *Bridges*. Vol. 1. Nov-Dec. Pp. 68-72
- Chronaki, A. (1986). For triangles. *Euclid A*. Vol. 1. HME: Hellenic Mathematical Society. pp. 25-27.
- Chronaki, A. (1985). Division Criteria. *Euclid A*. Vol. 4. HME: Hellenic Mathematical Society. Pp. 11-12.

chapters in edited volumes

- Planas, N and Chronaki, A. 2020, in press. *Dialogic Translanguaging*.
- Ryann, U., Anderson, A. and Chronaki, A. 2020, in press. *Critical Mathematics Education*
- Chronaki, A. (2015). 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. pages 353-360.
- 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. pp. 143-160.

- Chronaki, A. (2012). Disrupting Dominant Discourses around Development: cyborgs and subalterns in school technoscience. In S. Athanasopoulou-Kypriou et.al. (eds). To use different lenses, to view different. Moraitis School Press. Athens. pp. 91-129
- Chronaki, A. (2012). The 'right' for the right to education: learning from an ethnographic teaching experiment in school mathematics. In A. Lydaki (ed.) Social Diversities in Greece: the case of Roma (series editor Prof. I Psimmenos) Alexandraia Press. Athens. 105-131
- Chronaki, A. (2011) "'Troubling" Essentialist Identities: Performative Mathematics and the Politics of Possibility'. In M. Kontopodis, C. Wulf, and 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 and P. Valero (eds.). Mapping equity and quality in mathematics education. Dordrecht. Springer, pp. 3-21.
- Chronaki, A. (2010) Revisiting mathemacy: A process-reading of critical mathematics education. In H. Alro, O. Ravn and P. Valero (eds) Critical Mathematics Education: Past, Present and Future. Rotterdam: Sense Publishers, pp. 31-50.
- Chronaki, A. (2010). The Teaching Experiment: the qualitative study of the learning approach as part of teaching. In M. Pourkos and M. Dafermos (eds). Qualitative Research in Psychology and Education. Topos Press. pp. 605-628
- 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. and Kanellopoulos, P. (2009) Performing beginnings. In A. Chronaki. (ed). Mathematics, Technologies, Education: The gender perspective. University of Thessaly Press, pp. 61-75.
- Stamou, A. and 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.
- Vekiri, I. and Chronaki, A. (2009) Primary boys' and girls' math and computer self-efficacy beliefs and their relation to students' socialization experiences beyond school in A. Chronaki. (ed). Mathematics, Technologies, Education: The gender perspective. University of Thessaly Press, pp. 95-98.
- 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 and 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.

- Chronaki, A. (2006). Sciences in the 'body' of education: women experiences in masculine domains of knowledge. In E. Tressou, E. Drenogianni and F. Seroglou (eds.) Gender and Sciences: mathematics, science and new technologies. Kaleidoskopio Press. pp. 307-331.
- Chronaki, A. (2006). The 'teaching experiment': studying the process of teaching and learning. In V. Svolopoulos (ed.) Relating Educational Research and Practice. Atrapos Press. Athens. Pp. 371-401.
- Chronaki, A. and Christiansen, I.M. (2005) Challenging Perspectives on Mathematics Classroom Communication: From Representations to Contexts, Interactions and Politics. In A. Chronaki and I. M. Christiansen (eds). Challenging Perspectives on Mathematics Classroom Communication. Information Age Publishers, pp. 3-45. ISBN- 1-59311-151-7
- Chronaki, A. (2004) Thematic Contexts and School Mathematics: the critical encounter amongst plot, theme and mathematics. In M. Nikolakaki (ed.) Towards a 'school for all': cross-curriculum and inclusion in the primary school. Atrapos press. pp. 151-178.
- Chronaki, A. (2004). Computers in the Classroom: learners and teachers in new roles. In I. Kekes (ed.) New Technologies in Education. Issues of Design and Practice. Atrapos Press. Athens. Pp. 79-110.
- 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
- Kotsanis, I., Chronaki, A., Sampson, D., and Dapontes, N. (2003) Web-based Exploratory CrossCurricular 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. (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. (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. (1996) Using text materials: Listening to the Teacher's Voice? In M. Kondyli and Y. Papamichael (editors). School Textbooks: Research and Evaluation. Entypo. The UNESCO Chair (UNITWIN) of Patras University in Learning, Teaching and Evaluation, pp. 130-137.
- Chronaki, A. (1995) Using a Visual Resource to Teach Mathematics: Findings based on the Analysis of Teacher-Pupil Dialogues. In C. Mamana (ed.) Perspectives on the Teaching of Geometry for the 21st Century. Published by University of Catania Press, pp. 42-54.

peer-reviewed papers in international volumes of proceedings

- Chronaki, A. with Papasarantou, C., Lazaridi, I., Manioti, E., Koumparelou, M., and Giannikis, G. (2017). AnthroGeometries in the UrbanScape: Interrogating the echo of geometry. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 305-311.
- Chronaki, A. (2017). Assembling MathLife Chronotopes: Street Mathematics as a Hybrid of Epistemic/Ontic Knowledge Discourses Urban Circulation in Teacher Education. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 427-440.
- Valoyes-Chávez, L, Martin, D., Spencer, J., Valero, P., Chronaki, A. (2017). Race, Racism and Mathematics Education: Local and Global Perspectives. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 179-183

- Margaret Walshaw, Anna Chronaki, Luis Leyva, David Stinson, Kathy Nolan, Heather Mendick (2017). Beyond the Box: Rethinking Gender in Mathematics Education Research. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 189-190
- Anna Jobber, Anna Chronaki, Dalene Swanson (2017). Assessing and Accessing Experiences of Newly Arrived Teachers and Students. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 191-194.
- Kafoussi, S., Chronaki, A., Spyrou, T. (2017). Trajectories of Mathematics Education in Greece. In A. Chronaki (ed.) MES 9 Proceedings. Volos. pp. 195-196.
- Fasheh, M., Abtahi, Y., Chronaki, A. (2017). Mujaawarah: Being Together in Wisdom or Reclaiming Life for Mathematics. In A. Chronaki (ed.) MES 9 Proceedings. Volos. Pp. 196-202.
- Chronaki, A and Pechtelidis, I. (2012) Following (or not) mathematics related paths as a gendered choice. In S. Kafousi, C. Skoumbourdi and F. Kalavasis (editors) Proceedings of the 64th CIEAEM (Commission Internationale pour l'Etude et l' Amelioration de l' Enseignement des Mathematics <http://www.cieaem.net/>). Rhodes, Greece (<http://ltee.org/cieaem64/>) 23-27 July 2012.
- Kotarinou, P., Stathopoulou, C., Chronaki, A. (2011) Establishing the 'meter' as citizens of French National Assembly during the French Revolution. In Pytlak, M., Rowland, T. and Swoboda, E. (editors) Proceedings of CERME7 (the 7th Congress of the European Society for Research in Mathematics Education), pp. 1710-1719.
- 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.
- Bourdakis, V. and Chronaki, A. (2010) Control technology as a means for designing virtual interactive space: what could be learned from blender use in architectural education? In E. Menegatti (Ed.) 2nd International Conference on Simulation, Modeling and Programming for Autonomous Robots (SIMPAN) Proceedings, Darmstadt, pp. 606-623.
- Chronaki, A. and Alimisi, R. (2010) Engaging young children to 'control' technology: emotion, negotiation, agency In E. Menegatti (Ed.) 2nd International Conference on Simulation, Modeling and Programming for Autonomous Robots (SIMPAN) Proceedings, Darmstadt, pp.624-638. □
- 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
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- Chronaki, A. (2000) *School maths in 'themes': moving beyond 'traditional' and 'progressive' pedagogies?* In J. F. Matos (ed.) Proceedings of the Second International Mathematics Education and Society Conference, pp. 235-250.
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- Chronaki, A. with Moon B. (1999) *Teaching as Learning in 'Open Contexts': 'North' and 'South' practices*. Symposium in: Network 6: Open and Distance Education. Organised in the ECER99 (European Conference on Educational Research). September 1999, Lahti, Finland.
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Invited Keynote Plenaries:

- Chronaki, A. (2020-21) 14th ICME: International Congress in Mathematics Education, Shanghai, China.
- Chronaki, A. (2020-21) *Postmodernism and Education in the context of Greece*. AUTH.
- Chronaki, A. (2018). *Assembling MathLife Chronotopes. From the digital archive to the urban-scape*. 19th Biennial Mathematics Education Conference. Karlstad University, Sweden.
- Chronaki, A. and Swanson, D. (2017). *De/mathematising the political: bringing feminist de/postcoloniality to mathematics education*. Invited for a Semi-Plenary talk at CIEAEM 69 - Freie Universität Berlin, 15th - 19th July 2017.
- 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.fu.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/epikairoτητα/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):

- PiCAM: Project in Citizenship and Mathematics, Erasmus+, Euros 28 K for UTH, (2017-2020) - UK01-KA201-036675 (UTH RC: 5489).
- GECM: Gender Equality Charter Mark, Erasmus+, Euros 30K for UTH, (2018-2021)-UK01-KA201-048271 (UTH RC: 5903).
- 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. Voucher GSRT: 48235735-01-000362 (UTH RC: 4619).
- UTH RC: University of Thessaly Research Committee, Euros 2K (2010-13). Materials, Talk, Gestures: Student Teachers; Using Mathematics and Technologies with Young Children (UTH RC: 4088.07.05).
- Gender, Youth and Digital Culture: A review of literature and methodologies Project coordinated by the Greek Language Centre. Funding Body: ESPA & Ministry of Education (MIS: 296579)

- GNAS: Greek National Association of Science, 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 (UTH RC: 3692 and 3898).
- EPEAEK & Ministry of Education. Gender, Mathematics and Technology in the Body of Education. Research Grand for Issues of Gender and Equality (UTH RC: 52101.02).
- 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), SLYMS: Sociocultural Learning of Youth in Mobile Societies (2018-2020 Erasmus, EL02--KA205--004039, UTH)

Development of Under/Post Graduate Courses and Supervision Areas: 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)

Digital 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), Commons and Citizenship in Mathematics Education (2017-2019), Gender and Education (2019-2021).