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Professor of Pedagogy with emphasis on the education of special groups and on mathematics teaching in the Department of Pedagogy and Social Exclusion, School of Primary Education, Faculty of Pedagogy at Aristotle University of Thessaloniki, Greece.

Studies: BSc. Degree in Mathematics, Aristotle University of Thessaloniki,
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Research interests: social and educational challenges encountered by children of vulnerable groups at school; problems they face in mathematics, in particular; the use of literature in the teaching of mathematics; gender issues pertaining to both male and female students' relations with mathematics.

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Courses:

A-20. Pedagogy: Practice at school, compulsory course, 3rd & 4th semesters.

The course includes lectures on key theories of learning and their application in class in order to familiarize student teachers with the relevant theoretical framework they need to understand the function of school and the various factors that pertain to planning and conducting class teaching. It is also based on student teachers' participation with assignments that require their active involvement so that they develop the abilities and gain the skills they need in order to make informed pedagogical decisions and opt for the appropriate teaching resources for the planning and assessment of their teaching practice.

E-100. Minorities and Mathematics, elective course, 3rd semester.

The content and teaching of mathematics are examined in relation to issues of racism and social exclusion. In the first part, self-evident views and attitudes related to Mathematics and the lesson of Mathematics are located and analyzed. Perspectives, stereotypes and bias that are shaped or/and reinforced in the lesson of Mathematics and function as mechanisms of discrimination and prejudice against specific cultural groups are identified and explored. In the second part, teaching intervention plans concerning three aspects of the Mathematics lesson are developed: a) *the content of Mathematics education* so that it reflects the diversity, the difference and the contribution of various cultural groups in the evolution of Mathematics and the historical growth of mathematical concepts, b) *the control of bias* so that by applying Mathematics in the study of social issues, the similarities among people of different cultural groups may emerge, biases and stereotypes may be revealed and positive attitudes may develop, c) *the development of a pedagogy of equal participation* so that the academic progress and the growth of students from different cultural groups may be facilitated.

YE-6. Mathematics Teaching: From Theory to Practice, elective course, 8th semester.

The aim of the course is to draw attention to the complexity of the teaching task and facilitate the transition of student teachers from learners of the learning and teaching of mathematics to teachers. The content of the course creates a bridge between what future teachers know, i.e., their mathematic knowledge and the theories of mathematics learning, and the reality they will be called to face in the classroom, the mathematics curriculum, the preparation and evaluation of the lesson, the children and their diverse experiences, the social, emotional and cognitive factors that intervene in the act of teaching and influence learning.

SELECTED PUBLICATIONS

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