



### Academic Personnel Short Profile / Short CV

|                             |   |
|-----------------------------|---|
| <b>University:</b>          | University of Nicosia   |
| <b>Surname:</b>             | Kosyvas   |
| <b>Name:</b>                | Georgios  |
| <b>Rank/Position:</b>       | Adjunct faculty   |
| <b>Faculty:</b>             | Education   |
| <b>Department:</b>          | Education   |
| <b>Scientific Domain: *</b> | Methodology of Educational Research/ Measurement and Evaluation in Special Education/ Special and Inclusion Education/ Educational Leadership/Mathematics Education |

*\* Field of Specialization*

### Academic qualifications (list by highest qualification)

| Qualification | Year | Awarding Institution  | Department | Thesis title (Optional Entry)  |
|---------------|------|---|------------|--|
| PhD           | 2001 | Aristotle University of Thessaloniki                        | Education  | "The experiential teaching of numerical notions in the kindergarten, the effect of decomposition of numbers with of the finger patterns and other teaching aids and expressive means of culture in the development of numerical thought of children of 5-6 years". Research (Excellent, full marks). |
| MSc           | 2005 | Universitaire Libre des Bruxelles (ULB), Brussels (Belgium) | Education  | DES in Education Management  |



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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ  
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|----------|------|--|-------------|--|
| MSc      | 1997 | National and Kapodistrian University of Athens                                     | Mathematics | Master's Degree in Mathematics Education and Methodology of Mathematics  |
| Post Doc | 2003 | University of Patra/ Scholarship by the State Establishment Scholarships in Greece | Mathematics | "Research into the basis of educational material on mathematics in nursery Schools" (Scholarship by the State Establishment Scholarships in Greece). |
| BSc      | 2001 | National and Kapodistrian University of Athens                                     | Education   | Bachelor's degree in Primary Teacher Education   |
| BSc      | 1985 | Pedagogical Academy of Tripoli, Tripoli (Greece)                                   | Education   | Degree in Primary Teacher Education  |
| BSc      | 1981 | Aristotle University of Thessaloniki   | Mathematics | Bachelor's degree in mathematics   |



### Employment history in Academic Institutions/Research Centers – List by the three (3) most recent

| Period of employment |         | Employer              | Location | Position                            |
|----------------------|---------|-----------------------|----------|-------------------------------------|
| From                 | To      |                       |          |                                     |
| 2021                 | Present | University of Nicosia | Nicosia  | Adjunct Faculty                     |
| 2020                 | Present | University of Athens  | Athens   | Adjunct Faculty                     |
| 2023                 | Present | Ministry of Education | Athens   | Advisor of Education in Mathematics |



**Key refereed journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)**

| Ref. Number | Year | Title  | Other authors | Journal and Publisher / Conference  | Vol. | Pages    |
|-------------|------|--|---------------|---|------|----------|
| 1           | 2023 | The need for Upskilling Educators-The “CONNECT” Approach. In G. Kosyvas (Ed.), <i>The Connect Approach Handbook: A Handbook on the implementation of the Flipped Classroom Approach in Secondary Education (Gymnasium) in the context of Mathematics, Physics and Foreign Language</i> |               | Athens: Regional Directorate for Primary and Secondary Education of Attica (e-book).<br><a href="https://connect-erasmusproject.eu/images/CONNECT_handbook_final.pdf">https://connect-erasmusproject.eu/images/CONNECT_handbook_final.pdf</a> |      | pp. 5-10 |
| 2           | 2022 | Empowering Resilience of Vulnerable students with serious health problems during the Covid-19 pandemic: The case of the online school of the Regional Directorate of Education of Attica.  |               | In: N. Paleologou, HOU & E. Samsari (eds), <i>IAIE 2022 Conference Proceedings Intercultural Education on the Move: Facing Old and New Challenges</i> International Association for Intercultural Education.                                  |      | 154-158  |
| 3           | 2022 | European QuaMMELOT Programme: an ethnomathematical approach to refugee education.  |               | In: N. Paleologou, HOU & E. Samsari (eds), <i>IAIE 2022 Conference Proceedings Intercultural Education on the Move: Facing Old and New Challenges</i> . International Association for Intercultural Education.                                |      | 159-163  |



|   |      |  |   |   |                      |       |
|---|------|--|---|---|----------------------|-------|
| 4 | 2022 | Outlining the Educational Achievement of a Greek Online School during the COVID-19 Pandemic  |   | <i>European Journal of Engineering and Technology Research</i>  | <i>Special issue</i> | 43-48 |
| 5 | 2022 | Mutual empathy of vulnerable students and teachers and its impact on students' personal well-being and academic performance through the online school operated by the Regional Directorate of Education of Attica, Greece during the Covid-19 pandemic |   | <i>Developmental and Adolescent Health</i>  | 2(2)                 | 16-21 |
| 6 | 2022 | Gender differentiation in STEM career choice and the role of education   | Patrinopoulos, M., Papazisi, C., Foti, P., Pantelopoulou, S., Katopodi, M., Zografou, E., & Kosyvas, G. (2022). Gender differentiation in STEM career choice and the role of education. | <i>Hellenic Journal of STEM Education</i> , <a href="https://hellenicstem.com/index.php/journal/article/view/21">https://hellenicstem.com/index.php/journal/article/view/21</a> | 2(1)                 |       |



|    |      |   |   |   |        |         |
|----|------|---|---|---|--------|---------|
| 7  | 2017 | Exploring trigonometric ratios in authentic workplace contexts                            |   | Mathematics Teaching  | 257    | 40-43   |
| 8  | 2017 | Describing the cycles of a modelling activity: the drug concentration in the human body   |   | British Society for Research into Learning Mathematics                                  | 37(1)  | 1-6     |
| 9  | 2016 | Levels of arithmetic reasoning in solving an open-ended problem                           |   | International Journal of Mathematical Education in Science and Technology               | 47 (3) | 356–372 |
| 10 | 2016 | Students involvement in a workplace inquiry activity: solution of the solar panel problem |   | British Society for Research into Learning Mathematics                                  | 36(1)  | 47-52   |
| 11 | 2016 | Tensions in students' group work on modelling activities                                  | Triantafillou, C., Bakogianni, D. & Kosyvas, G. | 40th Conference of the International Group for the Psychology of Mathematics Education, | Vol. 4 | 283-290 |
| 12 | 2013 | Pratiques pédagogiques de problèmes ouverts dans un collège expérimental à Athènes,       |   | Repères-IREM  | 91     | 25-50   |
| 13 | 2012 | Analyzing students' difficulties in understanding real numbers                            | Voskoglou, M. & Kosyvas, G.                     | RED<br>IMAT Journal of Research in Mathematics Education                                | 1(3)   | 301-336 |

| Research Projects. List the five (5) more recent and other five (5) selected (max total 10) |                        |   |  |  |
|---|------------------------|---|--|--|
| Ref. Number   | Date                   | Title   | Funded by                                | Project Role*  |
| 1   | Dec 2017-<br>Aug 2020  | Qualification for Minor Migrants Education and Learning Open access – Online Teacher-training (QuAMMELOT),                            | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |
| 2   | Dec 2019-<br>Nov 2022  | Empowering girls in STEAM through robotics and coding   | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager, researcher)     |
| 3   | Mar 2021-<br>Feb-2023  | Upskilling of sSchools' teachers to effectively support ONliNe EduCaTion (CONNECT)  | ERASMUS+<br>Funded by the European Union | Coordinator (legal representative and project manager, researcher) |
| 4   | Jun 2021 -<br>May 2023 | Inclusive sex-ed through creative methods (INCLUDED)  | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |
| 5   | Jan 2022 -<br>Dec 2023 | Supporting School leaders to build a digital transformation Strategy" (DIGILEAD)  | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |
| 6   | Jan 2022 -<br>Dec 2023 | Fostering inclusion of children with intellectual disabilities in early childhood education and care" (EMBRACE)                       | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |
| 7   | Jan 2022 -<br>Dec 2023 | Fostering digital transformation in vet school and creating new job prospects in the labour market (DRONE@STEAM)                      | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |
| 8   | Feb 2022 –<br>Jun 2024 | «Inclusive education with an intersectional approach, for the school success of girls and boys of migrant origin – In & In Education» | ERASMUS+<br>Funded by the European Union | Partner (legal representative and project manager)                 |

\*Project Role: i.e. Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, other

**Academic Consulting Services and/or Participation in Councils / Boards/ Editorial Committees.  
 List the five (5) more recent (Optional Entry)**

| Ref. Number | Period   | Organization             | Title of Position or Service | Key Activities        |
|-------------|--|--------------------------|------------------------------|-----------------------|
| 2014-2015   | Scientific Association for Mathematics Education (EPEDIM)  | Participation in council |                              | Scientific activities |
| 2010-2023   | Greek Mathematical Society (EME), the), the Association of researchers in Mathematics Education (ENEDIM), of the Pan-Hellenic Pedagogical Society for Secondary Education (PAPEDE), of the Hellenic Educational Society, of the International Union of Psychology of Mathematics (PME), the National Council of Teachers of Mathematics (NCTM) and the | Member                   |                              | Scientific activities |





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|           |   |   |  |   |
|-----------|---|---|--|---|
|           | Belgian Mathematical Society (SBPM).  |   |  |   |
| 2012-2015 | 2 <sup>nd</sup> Experimental Lyceum of Athens, 2 <sup>nd</sup> experimental Gymnasium of Athens | Supervisory Boards of two experimental Secondary Schools in Athens (EPES) |  | Implementation of new curricula and textbooks |
| 2023-     | Varvakeion Model Lyceum of Athens,  | Supervisory Boards of the school (EPES)                                   |  | Implementation of new curricula and textbooks |



**Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected.  
(max total 10) (Optional Entry)**

| Ref. Number | Date        | Title              | Awarded by:     |
|-------------|-------------|--------------------|-----------------|
| 1           | 21 Jul 2021 | Palmes Academiques | French Republic |