

P e t r o s C h a v i a r i s

**Member of the Academic Staff at the Hellenic Open University, Coordinator of the Module
"Research Design in the Public Understanding of Science."**

Email to: chaviaris.petros@ac.eap.gr

He holds a PhD in Mathematics Education from the University of the Aegean. He has taught in public primary schools in Greece and served as Principal of the 3rd Primary School of Neo Psychiko. From 2018 to 2023, he served as an Educational Work Coordinator at the 1st Regional Center for Educational Planning of Attica, and he currently serves as an Education Advisor for the Directorate of Primary Education of West Attica. He is an associate researcher of the Laboratory of Learning Technology and Educational Engineering (<https://ltee.aegean.gr/en/home/>). Since 2019, he has been a member of the Adjunct Academic Staff at the Hellenic Open University (HOU), teaching the Thematic Unit "Educational Research in Practice," and is scheduled to teach the Thematic Unit "Research Design in the Public Understanding of Science" in 2026; he has also taught in undergraduate and postgraduate programs at the University of the Aegean and the National and Kapodistrian University of Athens. He has participated in numerous research projects and published scientific articles in international and Greek journals, as well as in the proceedings of international and Greek conferences. His research interests focus on social interaction in the mathematics classroom, as well as issues of educational research methodology.

Selected Publications

1. **Chaviaris, P.** & Kafoussi, S. (2010). Developing students' collaboration in a mathematics classroom through dramatic activities. *International Electronic Journal of Mathematics Education*, 5(2), 92-111. <https://www.iejme.com/article/developing-students-collaboration-in-a-mathematics-classroom-through-dramatic-activities>
2. **Chaviaris, P.**, Stathopoulou, C. & Gana, E. (2012). A socio-political analysis of mathematics teaching in the classroom. *Quaderni di Ricerca in Didattica (Matematica)* n22 supplemento n.1, 233-237. https://sites.unipa.it/grim/quaderno22_suppl_1.htm
3. Gana, E., Stathopoulou, C. & **Chaviaris, P.** (2015). Considering the Classroom Space: Towards a Multimodal Analysis of the Pedagogical Discourse. In Gellert, U., Gimenez, J., Hahn, C. & Kafoussi, S. (Eds.) *Educational Paths to Mathematics: A C.I.E.A.E.M. Sourcebook* (pp.225-236). Advances in Mathematics Education series, Springer's. <https://link.springer.com/book/10.1007/978-3-319-15410-7>
4. Kafoussi, S., **Chaviaris, P.** & Moutsios-Rentzos, A. (2020). Investigating Parental Influences on Sixth Graders' Mathematical Identity in Greece: A Case Study. *INT ELECT J MATH ED. (IEJME)*. 15(2), em0572. <https://doi.org/10.29333/iejme/6279>
5. Kafoussi, S., Moutsios-Rentzos, A. & **Chaviaris, P.** (2025). Designing mathematics homework for parent-child-teacher collaboration in primary schools. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-025-10466-1>