The following Scopus-registered international journal articles were published in the project:


This empirical investigation revealed the positive role humor may play when embedded in mathematical word problems.


Connecting formative assessment practices with students’ mathematics achievement and metacognitive awareness is considered a rarity.


The development of a high reliability online test on fractions yielded not only a measure device but shed lights on the role of visual representations in understanding fractions.


In this large-scale investigation the interconnectedness of several mathematics-related variables has been revealed.


A cross-sectional developmental study on morphological awareness revealed the important role of some sub-tests in reading comprehension.


This theoretical paper provided a developmental model by means of synthesizing results from mathematics education, metacognition and neuropsychology research.

**Several conference presentations were published at two international conferences:**

22nd European Conference on Literacy
Dublin, July 4th to 6th, 2022


There have been data collection and data analysis completed in several fields of research.

- Dyscalculia Test
- Test on Proportional Reasoning
- Metacognitive Components of Word Problems Solving
- Logical Reasoning in Mathematics
- Noticing and Metacognitive Scaffolding