

## Publications

### I. Tudományos folyóiratcikk (külföldi kiadású szakfolyóiratban idegen nyelven) 9 db

Gosztonyi, K., Varga, E. Teachers' practices and resources in the Hungarian "Guided Discovery" approach to teaching mathematics: presenting and representing "series of problems". *ZDM Mathematics Education* 55, 641–656 (2023). <https://doi.org/10.1007/s11858-023-01481-8> **Q1**

Kondé Zoltán; Kovács Zoltán; Kónya Eszter. (2023)  
Modeling teachers' reactions to unexpectedness *LEARNING AND INSTRUCTION*: 86 (2023) 101784  
<https://doi.org/10.1016/j.learninstruc.2023.101784>

Folyóirat szakterülete: Scopus - Developmental and Educational Psychology SJR indikátor: **D1**

Kovács Zoltán; Báró Emőke; Lócska Orsolya; Kónya Eszter. (2023)  
Incorporating Problem-Posing into Sixth-Grade Mathematics Classes  
*EDUCATION SCIENCES* (2227-7102 ): 13 (2) Paper 151. 22 p. (2023)  
<https://doi.org/10.3390/educsci13020151>

Scopus - Developmental and Educational Psychology SJR indikát: **Q2**

Kónya Eszter; Kovács Zoltán. (2022)  
Management of Problem Solving in a Classroom Context  
*CENTER FOR EDUCATIONAL POLICY STUDIES JOURNAL*: 12 (1) pp 81-101 (2022)  
<https://doi.org/10.26529/cepsj.895>

Folyóirat szakterülete: Scopus - Education SJR indikátor: **Q3**

Fitriana, Linda Devi; Ekawati, Rooselyna; Kovács Zoltán. (2022)  
Perspectives on the problem-posing activity by prospective teachers: A cross-national study  
*Journal on Mathematics Education*: 13 (1) pp 149-172 (2022)  
<https://doi.org/10.22342/jme.v13i1.pp149-172>

Folyóirat szakterülete: Scopus – Education SJR indikátor: **Q2**

Kiss, A. Complex Mathematics Education: An Integrated and Inquiry-Based Mathematics Teaching Method. *Can. J. Sci. Math. Techn. Educ.* 22, 758–772 (2022).  
<https://doi.org/10.1007/s42330-022-00250-1> **Q2**

Téglási Ilona: Motivation and Development – Using Poly-Universe Game in Teaching Mathematics and Other School Subjects. *ATHENS JOURNAL OF SCIENCES* 9 : 3 pp. 177-192. , 16 p. (2022) *Athens Journal of Sciences- Volume 9, Issue 3, September 2022 – Pages 177-192.* <https://doi.org/10.30958/ajs.9-3-2>

Gosztonyi, K. Series of problems in Clairaut's *Elements of Geometry*: interaction between 1463–1478 *ZDM Mathematics Education* (2022). <https://doi.org/10.1007/s11858-022-01441-8> **Q1 D1**

Csapodi C, Hoffmann M. (2021) Changes in Mathematics Core Curriculum and Matriculation Exam in the Light of the COVID-19-Shock. *Education Sciences*. 2021; 11(10):610. <https://doi.org/10.3390/educsci11100610> **Q2**

## I. Tudományos folyóiratcikk (hazai kiadású szakfolyóiratban idegen nyelven)

3 db

Kovács Zoltán: The tradition of problem-posing in Hungarian mathematics teaching  
TEACHING MATHEMATICS AND COMPUTER SCIENCE: 20 (2) pp 233-254 (2022)  
<https://doi.org/10.5485/TMCS.2022.0546>

Urbanski Michael, Daunt Zoe, Saluja Tarang, Barbarics Márta, Juhász Péter: Connections between discovery learning through the Pósa Method and the secondary school leaving examination in three Hungarian mathematics classrooms, In: *Teaching Mathematics and Computer Science* 20: 1 pp. 67-85., 19 p. (2022)

Szmerka, Gergely, Vancsó, Ödön: The role of Creation in the didactical tradition in Hungary  
Annales Mathematicae and Informaticae Eszterházy University Eger, (2023)  
ISSN 1787-6117 (Online), <https://doi.org/10.33039/ami.2023.03.003>

## III. Könyvrészlet (idegen nyelvű)

10 db

Gosztonyi, K. (2023). The New Math in Hungary: Tamás Varga's Complex Mathematics Education Reform. In: De Bock, D. (eds) *Modern Mathematics. History of Mathematics Education*. Springer, Cham. [https://doi.org/10.1007/978-3-031-11166-2\\_14](https://doi.org/10.1007/978-3-031-11166-2_14)

Báró Emőke: Observing critical thinking during online pair work, In: Maj-Tatsis, Bożena; Tatsis, Konstantinos (eds.) *Critical Thinking Practices in Mathematics Education and Beyond*. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego (2022) pp. 128-136.  
<http://cme.ur.edu.pl/wp-content/uploads/2023/01/critical-thinking-2022-final.pdf>

Fitriana, Linda Devi: First experience with problem-posing: What can be done with a multiplication table. In: Maj-Tatsis, Bożena; Tatsis, Konstantinos (eds.) *Critical Thinking Practices in Mathematics Education and Beyond*. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego (2022) pp. 137-146. <http://cme.ur.edu.pl/wp-content/uploads/2023/01/critical-thinking-2022-final.pdf>

Ambrus Gabriella, Csapodi Csaba, Vancsó Ödön, Varga Eszter  
Mathematikunterricht in Ungarn – Traditionen und Erneuerungen: Stellung, Ziele, Inhalt und Ergebnisse des Mathematikunterrichts der oberen Klassen der ungarischen Schulen  
In: Rolfes, Tobias; Rach, Stefanie; Ufer, Stefan; Heinze, Aiso (szerk.) *Das Fach Mathematik in der gymnasialen Oberstufe*. Münster, Németország: Waxmann Verlag GmbH (2022) pp. 177-195., 19 p.

Fitriana, Linda Devi: Problem solving: how do students with different personality types show their critical thinking when solving a mathematical problem? In: Bożena, Maj-Tatsis; Konstantinos, Tatsis (eds.) *Critical thinking in mathematics: perspectives and challenges*. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego (2021) pp. 153-163.  
<http://cme.ur.edu.pl/wp-content/uploads/2022/01/CME'21%20critical%20thinking.pdf>

Kovács Zoltán; Kónya Eszter: Antinomies of problem posing. In: Bożena Maj-Tatsis; Konstantinos Tatsis (eds.) *Critical thinking in mathematics: perspectives and challenges*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, pp 101-110 (2021)  
<http://cme.ur.edu.pl/wp-content/uploads/2022/01/CME'21%20critical%20thinking.pdf>

Kiss Márton; Kónya, Eszter: Do students analyze and evaluate the result of their problem solving activity?, In: Bożena, Maj-Tatsis; Konstantinos, Tatsis (eds.) *Critical thinking in mathematics: perspectives and challenges*. Rzeszów, Poland: Wydawnictwo Uniwersytetu

Rzeszowskiego (2021) pp. 143-152. <http://cme.ur.edu.pl/wp-content/uploads/2022/01/CME'21%20critical%20thinking.pdf>

Báró Emőke: Teaching strategies for developing critical thinking skills. In: Božena, Maj-Tatsis; Konstantinos, Tatsis (eds.) Critical thinking in mathematics: perspectives and challenges. Rzeszów, Poland: Wydawnictwo Uniwersytetu Rzeszowskiego (2021) pp. 17-25. <http://cme.ur.edu.pl/wp-content/uploads/2022/01/CME'21%20critical%20thinking.pdf>

Kovács Zoltán: An approach to developing the problem-posing skills of prospective mathematics teachers: focus on the “what if not” heuristics. In: Tin Lam Toh, Manuel Santos-Trigo, Puay Huat Chua, Nor Azura Abdullah, and Dan Zhang (eds.) Problem Posing and Problem Solving in Mathematics Education. Springer Nature (közlésre elfogadva)

Kónya Eszter, Szilágyiné Szinger Ibolya: On the experience of a problem-posing activity with second grade primary school pupils. In: Zdenka Kolar-Begovic, Ruzica Kolar-Super, Ana Katalenic, Teaching and Learning Mathematics, Josip Juraj Strossmayer University of Osijek, Faculty of Education and Department of Mathematics. Osijek, Croatia, 2023. (közlésre elfogadva)

#### **IV. Konferenciaközlemény folyóiratban vagy konferenciakötetben (idegen nyelvű) 23 db**

Báró Emőke: Exploring students' algebraic thinking through problem-posing activities. In: I., Papadopoulos; N., Patsiala (eds.) Proceedings of the 22nd conference on Problem Solving in Mathematics Education ProMath 2022 Thessaloniki, Greece : Aristotle University of Thessaloniki (2023) pp. 165-178., 14 p. [http://promath.org/docs/ProMath22\\_Proceedings.pdf](http://promath.org/docs/ProMath22_Proceedings.pdf)

Báró Emőke: Positive changes in affective variables: Two-round action research in Hungary and Romania. In: Jeremy, Hodgen; Eirini, Geraniou; Giorgio, Bolondi; Federica, Ferretti (eds.) Proceedings of the Twelfth Congress of the European Society for Research in Mathematics Education (CERME 12), pp. 1311-1318. (2022) <https://hal.science/hal-03745582>

Fitriana, Linda Devi: Exploring Indonesian prospective teachers' teaching belief and teaching practice. In: Jeremy, Hodgen; Eirini, Geraniou; Giorgio, Bolondi; Federica, Ferretti (eds.) Proceedings of the Twelfth Congress of the European Society for Research in Mathematics Education (CERME 12), (2022) pp. 3577-3584. <https://hal.science/hal-03748730>

Kiss Márton; Kónya Eszter: Written test with oral explanation during the pandemic. In: Jeremy, Hodgen; Eirini, Geraniou; Giorgio, Bolondi; Federica, Ferretti (eds.) Proceedings of the Twelfth Congress of the European Society for Research in Mathematics Education (CERME 12), (2022) <https://hal.science/hal-03753435>

Kiss Márton; Ambrus András: How students control their work in mathematical problem-solving process? In: I. Papadopoulos; N. Patsiala (eds.) Proceedings of the 22nd conference on Problem Solving in Mathematics Education: ProMath 2022. 113-124. (2023) [http://promath.org/docs/ProMath22\\_Proceedings.pdf](http://promath.org/docs/ProMath22_Proceedings.pdf)

Kónya Eszter; Kovács Zoltán: The role of procedural and conceptual understanding in problem solving. In: I. Papadopoulos; N. Patsiala (eds.) Proceedings of the 22nd conference on Problem Solving in Mathematics Education: ProMath 2022. 97-111 (2023) [http://promath.org/docs/ProMath22\\_Proceedings.pdf](http://promath.org/docs/ProMath22_Proceedings.pdf)

Kónya, Eszter: Report of the workshop on the skills related to problem-solving and posing. In: I. Papadopoulos; N. Patsiala (eds.) Proceedings of the 22nd conference on Problem Solving in Mathematics Education: ProMath 2022. 185-186. (2023)  
[http://promath.org/docs/ProMath22\\_Proceedings.pdf](http://promath.org/docs/ProMath22_Proceedings.pdf)

Kovács-Kószó Eszter; Kónya Eszter; Zoltán Kovács: Planning and implementation: the impact of a professional development program on teachers' and learners' oral manifestations. In: Jeremy Hodgen; Eirini Geraniou; Giorgio Bolondi; Federica Ferretti (eds.) Proceedings of the Twelfth Congress of the European Society for Research Research in Mathematics Education (CERME 12), pp 3410-3417 (2022) <https://hal.science/hal-03745395>

Lócska Orsolya Dóra; Kovács Zoltán. (2022)

The „Sense-Making-Algebra” project for Hungarian seventh graders. In: Jeremy Hodgen; Eirini Geraniou; Giorgio Bolondi; Federica Ferretti (eds.) Proceedings of the Twelfth Congress of the European Society for Research in Mathematics Education (CERME 12), pp 548-555 (2022) <https://hal.science/hal-03745145>

Babcsányi-Tóth, Gabriella: Can movement-art lessons support the learning of mathematics in elementary school? In: I. Papadopoulos; N. Patsiala (eds.) Proceedings of the 22nd conference on Problem Solving in Mathematics Education: ProMath 2022. 125-132. (2023)  
[http://promath.org/docs/ProMath22\\_Proceedings.pdf](http://promath.org/docs/ProMath22_Proceedings.pdf)

Mariotti, Maria Alessandra; Kónya Eszter; Kovács Zoltán: Conceptualising the regular pentagon in collaborative argumentation. In: Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME 13) (közlésre elfogadva)

Lócska Orsolya Dóra; Kondé Zoltán; Kovács Zoltán: Rethinking the bridging function of graphical representation in the arithmetic-algebra transition: the issue of strategy choice. In: Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME 13) (közlésre elfogadva)

Báró, Emőke, Kovács, Zoltán, Kónya Eszter: Students recalling favourite math experience: How does problem-based approach promote mathematical engagement? . In: Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME 13) (közlésre elfogadva)

Kiss, Márton, Kónya Eszter: Analysis of metacognitive activities in the classroom discourse of pre-service teachers – case study. In: Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME 13) (közlésre elfogadva)

Fitriana, Linda Devi: A promising path toward infinite improvement in mathematics teaching and learning. . In: Proceedings of the Thirteenth Congress of the European Society for Research in Mathematics Education (CERME 13) (közlésre elfogadva)

Fejes Tóth Péter, Vancsó Ödön, Borovcnik Manfred (2022a): Combinatorial Thinking as Key for Introducing Hypothesis Testing - Evaluation of the Planned Secondary-School Reform in Hungary. In: Bridging the Gap: Empowering and Educating Today's Learners in Statistics. Proceedings of the Eleventh International Conference on Teaching Statistics International Association for Statistical Education (2022) Paper: 11.T6F1 , 6 p.  
[https://iase-web.org/icots/11/proceedings/pdfs/ICOTS11\\_229\\_FEJESTTH.pdf](https://iase-web.org/icots/11/proceedings/pdfs/ICOTS11_229_FEJESTTH.pdf)

Vancsó Ödön, Fejes Tóth Peter, Borovcnik Manfred (2022b): Conditional Probability, Bayes and Classical Statistics - Evaluation of the Planned Secondary-School Reform in Hungary  
In: Bridging the Gap: Empowering and Educating Today's Learners in Statistics. Proceedings of the Eleventh International Conference on Teaching Statistics

International Association for Statistical Education (2022) Paper: 11.T6G2 , 6 p.  
[https://iase-web.org/icots/11/proceedings/pdfs/ICOTS11\\_221\\_VANCS.pdf](https://iase-web.org/icots/11/proceedings/pdfs/ICOTS11_221_VANCS.pdf)

Eszter Bóra, Péter Juhász: Ausgehend vom Extrem – ein besonderer Problemfaden der Pósa-Methode, In: *Mathematische Zeitschriften und Wettbewerbe für Kinder und Jugendliche. Band 4: Förderung für Talentierte und Interessierte über Grenzen hinweg*, ISBN Print 978-3-95987-227-0, ISBN E-Book 978-3-95987-228-7

Dániel Katona: Didactic Transposition Circle: A proposal for complementing an essential tool of ATD, In: *Research Perspectives: Extended Abstracts, Trends in Mathematics*, Birkhäuser – Springer. 2023

Boller Balázs: Teaching correlation and regression in three European countries (CERME 13 2023, Poster)

Fejes-Tóth Péter: Teachers' training in inferential statistics with parallel application of classical and Bayesian approach. (CERME 13 2023, Poster)

Szmerka, G. Vancsó, Ö.: Creation in Mathematics Education – Teachers' Beliefs and Traditions in Hungary (CERME 12 Bolzano, 2022, Poster)

Bereczki Ildikó: Measuring proportional Reasoning in grades 5 to 7: what develops and what does not? (PME 46, Haifa, 2023, Poster)

Mindösszesen: **45 publikáció 2 év alatt**, nem számítva sem népszerűsítő és ismeretterjesztő cikkeket, sem a folyamatban levő, de már benyújtáshoz közel álló anyagokat.