



Academic Personnel Short Profile / Short CV

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| University: | University of Nicosia |
| Surname: | Kanari |
| Name: | Charikleia |
| Rank/Position: | Adjunct Faculty |
| Faculty: | Education |
| Department: | Education |
| Scientific Domain: * | Inclusive Education/ Cultural Heritage in Education/Special Education/Formal, Non formal and Informal Education |

** Field of Specialization*

Academic qualifications (list by highest qualification)

| Qualification | Year | Awarding Institution | Department | Thesis title (Optional Entry) |
|------------------|------|---------------------------------|---|---|
| PhD | 2015 | University of Thessaly (Greece) | Department of Primary Education | Museums and individuals with visual disabilities: Issues of access and education of children with visual disabilities |
| MSc in Education | 2008 | University of Thessaly (Greece) | Post Graduate Program: "Modern Learning Environments and Development of Didactic Material", Department of Primary Education | |
| BSc | 2009 | University of Thessaly (Greece) | Department of Special Education | |



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| BSc | 2004 | University of Thessaly | Department of Museum Education | |
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| Employment history in Academic Institutions/Research Centers – List by the three (3) most recent | | | | |
|--|---------|--------------------------------------|--------------|---------------------|
| Period of employment | | Employer | Location | Position |
| From | To | | | |
| 2021 | Present | Aristotle University of Thessaloniki | Thessaloniki | Assistant Professor |
| 2018 | 2023 | University of Nicosia | Nicosia | Adjunct Faculty |
| 2019 | 2021 | University of Thessaly | Volos | Adjunct Lecturer |

| Key <u>refereed</u> 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 | <i>Culture, arts and inclusion: Theoretical approaches and practices</i> | Lenakakis, A., & Kanari, C. (Eds.). | Sofia (in Greek) | | (pp.72 3) |
| 2 | 2023 | When children with disabilities “meet” artists with disabilities in a museum: A platform for creativity and cultural dialogue. | Kanari, C., & Souliotou, A.Z. | <i>Journal of Museum Education</i> | 48(3) | 293-305 |
| 3 | 2023 | Towards a holistic approach of accessibility and participation of people with disabilities in the museum in light of museum experience and learning. | Kanari, C. | <i>Hellenic Journal of Research in Education</i> (in Greek) | 12(2) | 112–132 |
| 4 | 2021 | The role of museum education in raising undergraduate pre-service teachers’ disability awareness: The case of an exhibition by disabled artists in Greece | Kanari, C., & Souliotou A. Z. | <i>Higher Education Studies</i> | 11(2) | 99-119 |
| 5 | 2021 | Museums and individuals with sensory disabilities: Current practices, challenges and perspectives towards an inclusive museum. | Kanari, C., Nikolarazi M., Argyropoulos V., & Papazafiri M. | <i>Culture-Journal of Culture in Tourism Art and Education</i> (in Greek) | 1 | 45-56 |

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| 6 | 2020 | Children with vision impairment and multiple disabilities: issues of communication skills and professionals' challenges | Argyropoulos V., Kanari, C., Hathazi A., Kyriakou M., Papazafiri M., & Nikolaraizi M. | In: M. Carmo (Ed.), <i>Proceedings of International Conference on Education and New Developments 2020</i> . Lisboa: inScience Press | | 271-275 |
| 7 | 2020 | Theoretical principles for design and application of differentiated educational programs in museums for persons with disabilities | Kanari, C. | In: A. Katselaki & O. Sakali (Eds). <i>Culture for All. Museums and Monuments without Exclusions. Proceedings of the Interdisciplinary Conference, Athens 29-30 November 2018</i> . Athens: Ministry of Culture and Sports (in Greek) | | 1-9 |
| 8 | 2020 | Education of children with disabilities in non-formal learning environments: A cross disciplinary approach of STEAM education in a technological museum in Greece | Kanari, C., & Souliotou A. Z. | <i>European Journal of Alternative Education Studies</i> | 5(2) | 1-34 |
| 9 | 2020 | Tickets for the inclusive museum: accessible opportunities for non-formal | Nikolaraizi M., Kanari, C., & Marschark M. | In: M. Marschark & H. Knoors (Eds), <i>The Oxford handbook in</i> | | 391-406 |



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| | | learning by Deaf and hard of hearing Individuals. | | <i>Deaf Studies in Learning and Cognition</i> . N.Y.: Oxford University Press | | |
| 10 | 2019 | The Role of non-formal learning environments in education and socialization of children with visual disability: the case of museums. | Argyropoulos V., & Kanari, C. | In: S. Halder & V. Argyropoulos (Eds), <i>Inclusion, Equity and Access for Individuals with Disabilities</i> . Singapore: Palgrave Macmillan | | 125-151 |

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 | 2022-2023 | “GCAO Project: Get Creative with Art Online” | Erasmus+ | Research Team Member |
| 2 | 2020 | “Four-Minute Barriers: Foster the Inclusion of Visually Impaired Youngsters through Sports Methodologies and Sports Activities” | Erasmus + | Research Team Member |
| 3 | 2019 -2022 | “ToMIMEuS Project: Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities” | Erasmus + | Research Team Member |
| 4 | 2019 -2022 | “EriSFAVIA Project: Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities” | Erasmus + | Research Team Member |
| 5 | 2017-2020 | PrECIVIM Project: Promoting Effective Communication for Individuals with Vision Impairment and Multiple Disabilities” | Erasmus + | Research Team Member |
| 6 | 2016 -2017 | “CUIDAR Project: Cultures of Disaster and Resilience among Children and Young People” | HORIZON 2020 | Research Team Member |
| 7 | 2015-2027 | “BaGMIMI Project: Bridging the Gap between Museums and Individuals with Visual Impairments” | Erasmus + | Research Team Member |
| 8 | 2015 | “Culture/Special Education: Access of People with Disabilities and/or Special Educational Needs in the Physical and | PEGA, Operational Program | Research Team Member |



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| | | Cultural Environment of Museums and Archaeological Sites” | “Education and Lifelong Learning”, NSRF | |
| 9 | 2013 | “THALIS-University of Macedonia-KAIKOS: Audio and Tactile Access to Knowledge for Individuals with Visual Impairments” | Operational Program “Education and Lifelong Learning”, NSRF | Research Team Member |
| 10 | 2010 -2013 | Research PhD Scholarship Programme “Heraclitus II”- Scientific Research | Operational Program “Education and Lifelong Learning”, NSRF | Researcher |

**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 |
|-------------|-------------------------|--|--|--|
| 1 | 20/12/2019- 3/4/2020 | Ministry of Education and Religious Affairs, Institute of Educational Policy | Specialist in Special Education in the framework of the Lifelong Learning and Education Programme entitled: "Teachers' training on students' support on practices in the context of Differentiated Instruction" (MIS 5032906). | Design, development and writing of training material on Differentiated Instruction for teachers of Preschool, Primary and Secondary Education for the response to the heterogeneity of educational needs of all children with the following deliverables: 1.Literature resources for Special Education/Inclusive Education and the education of children with disabilities or/and special educational needs (blind and with low vision children, Deaf and Hard of hearing, autism spectrum, deafblind, motor disabilities, intellectual disability, ADHD, specific learning difficulties, talented pupils. 2. Best practices in the education of children (see above) in terms of differentiation in the learning environment, educational tools and teaching methods and strategies. 3. Five teaching scenarios for differentiated instruction for children with disabilities or/and special educational needs of Preschool, Primary and Secondary Education |



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CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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| | | | | <p>with emphasis in human and social sciences, mathematics and arts.</p> <p>4. Assessment protocols</p> <p>5. Training material with examples of activities in terms of Differentiated Instruction for children with disabilities or/and special educational needs in relation with the Curriculum, different levels of education with in human and social sciences, mathematics and arts.</p> <p>6. Development of experiential activities for teachers' training in Differentiated Instruction</p> |
| 2 | 5/4/2017-31/7/2017 | Accessibility Centre for Students with Disabilities "PROSVASI", University of Thessaly | Academic Consulting and external scientific collaborator for the academic access and social inclusion of university students in Tertiary Education | Organization of seminars Meetings and interviews with students with disabilities and/or special educational needs for their academic support Development of educational material |
| 3 | 1/1/2017-30/6/2017 | International Council for the Education and Rehabilitation of Children with Visual Impairments – ICEVI, EUROPE-University of Thessaly. | Academic Consulting and scientific collaborator | Videos from the development of differentiated and accessible museum programmes, in the framework of the intellectual output 5 (IO5) of the Erasmus+ BaGMIVI Project: Bridging the Gap Between Museums and Individuals with Visual Impairments". |



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| 4 | 2017 | MuseumEdu, Online International Journal | Guest editors with Dr. Vassilis Argyropoulos | Introduction and co-editing of the 5 th Volume of the International online Journal MuseumEdu with subject “Museums, education and individuals with disabilities” |
| 5 | 2020 | Conference with international participation “Education of people with multiple disabilities and visual impairments”, University of Thessaly, 5 th of December | Member of the Organizing Committee | |



**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 | 2010-2013 | PhD Scholarship Programme "Heraclitus II" | European Union (European Social Fund – ESF) and national funds (National Strategic Reference Framework – NSRF) |
| 2 | 2008-2009 | Award for the best academic merit in 2008-2009 in the Department of Special Education (first in the ranking of graduates of the Department of Special Education, University of Thessaly). | State Scholarship Foundation (IKY) |
| 3 | 2001-2002 | Award and scholarship for the best academic merit in 2001-2002 in the Department of Museum Education, University of Thessaly. | State Scholarship Foundation (IKY) |
| 4 | 2000-2001 | Award and scholarship for the best academic merit in 2000-2001 in the Department of Museum Education, University of Thessaly | State Scholarship Foundation (IKY) |
| 5 | 2018 | Invited Speaker from the Ministry of Culture of Russia. Round Table: Audience with special needs in the modern museums. Dialogue and Interaction. | Ministry of Culture of Russia, Intermuseum 2018, XX International Museum Festival, Moscow, Russia |
| 6 | 2018 | Invited Keynote speaker from the Ministry of Culture and Sports. Conference "Culture for all. Museum and monuments without exclusion" | Ministry of Culture and Sports, Hellenic Republic |