

Curriculum Vitae

Dr. Vassilios Argyropoulos

CAMPUS ADDRESS:

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STUDIES

2009, University of Athens, Department of Informatics and Telecommunication, Greece

Post doctorate on the area of aural perception by blind and sighted children when they receive meta-information from structured documents, funded by the State Scholarship Foundation.

1998-2002, University of Birmingham, United Kingdom

Ph.D on the area of Special Education (distinction, George Cadbury Prize in Education, 25 June 2002)

1982-1986, University of Patras, Greece

1st degree: Mathematics, School of Natural Sciences, Department of Mathematics.

PARTICIPATION IN EDUCATIONAL & TRAINING COURSES

May 1998, University of Patras, Greece

Participation in a 60-hour Person-Centered Counseling training program (Rogerian approach) supervised by Dr. A. Kosmopoulos.

November 1997, University of Patras, Greece

Participation in a 75-hour Person-Centered Counseling training program (Rogerian approach) supervised by Dr.A. Kosmopoulos.

1995-1998, University of Patras, Greece

Participation in three Encounter Marathon Groups of counseling and psychotherapy supervised by professors A. Kosmopoulos, M. Lobrot and N.C.Rogers.

1995-1997, University of Patras, Greece

Postgraduate studies in the department of Humanistic and Pedagogical studies at the University of Patras, Greece

1996, University of Patras, Greece

Participation in a 90 hour Person-Centered Expressive Art Therapy training program supervised by Dr. N.C.Rogers.

March 1993, Centre of Education and Rehabilitation for the Blind, Athens, Greece

Participation in three-day training for the education of the deafblind children.

PROFESSIONAL EXPERIENCE

2014 – present

Associate professor of Special Education in the University of Thessaly, Volos (Greece) in the area of education of children with severe vision impairment.

2018

Visiting scholar and guest lecturer at RIDBC Renwick Centre at the Royal Institute for Deaf and Blind (North Rocks, Sydney, Australia) in 2018. (<https://shortcourses.ridbc.org.au/people/vassilios-argyropoulos/>).

May 2010 - 2014

Assistant professor of Special Education in the University of Thessaly, Volos (Greece) in education of children with vision impairment

2003 – September 2016

Lecturer of Special Education in the University of Thessaly, Volos (Greece) in education of children with vision impairment

Since 2003 as a Lecturer, Assistant Professor and Associate Professor, I have the following responsibilities:

- *Teaching undergraduate modules in the education of the vision impairment and blindness (instruction, braille literacy skills, assistive technology, differentiation, multiple disabilities and vision impairment, and assessment).*
- *Teaching postgraduate modules in special education*
- *Supervising undergraduate and postgraduate dissertations*
- *Coordinating the teaching practice for undergraduate and postgraduate students*
- *Supporting students with disabilities driving a network consisting of scholars and other students*
- *Member in the following committees: Committee of the postgraduate course in special education, Committee for the assessment of the department, ECTS studies guide committee, Financial Committee*

In addition to the above duties which were part of my post I took the following volunteering initiatives:

- Cooperation with the Association for the blind “MAGNETES BLIND”, to support families with blind children and children with vision impairments in Volos (where the university is located).
- Collaboration with colleagues in developing a volunteering program for the support of teachers of blind children and deaf or hard of hearing children in Volos (where the university is located). Students supported deaf children at their schools under our supervision (for a detailed description see the paper titled “Developing Inclusive Practices through Collaborative Action Research”).

2006 – 2007 (winter semester)

Teaching fellow in the postgraduate program “Special Education” of the University of Macedonia, Thessaloniki, Greece.

2003 (spring semester)

Teaching fellow in the undergraduate program “Special Education” of the University of Patras (Greece), School of Education, Greece.

July 2003 – December 2003, Pedagogical Institute in Athens

Participation in mapping and construction of curricula for special education in Greece, funded by the Ministry of National Education and Religious Affairs and the European Union.

March 2003 – June 2003, Athens, Greece

Instructor at the Institution for Parents of children with special needs in Athens. The area of the lectures was “Counseling and families with children with special educational needs”

March 2001, Leeds, England, RNIB Education, Training & Development Courses

Trainer in one-day course which was organized from the Royal National Institute for the Blind (RNIB) on the area: “Perceptions of Shape and Space: Practical and Conceptual Implications”.

April 2002 – July 2002, Secondary Education in Birmingham

Mathematics and Science Instructor in Secondary Education in Birmingham (England) employed by Reed Education Professionals.

1999- July 2002, University of Birmingham

Part time job in the IT of the University of Birmingham

1991-1998, Centre of Education and Rehabilitation for the blind, Athens, Greece

Mathematics and Science Instructor at the special school for the blind in secondary education.

RESEARCH EXPERIENCE - PROJECTS

As Principal Investigator/Coordinator

2019-2022

Coordinator of the European project “Early Intervention Services for Families with Children with Vision Impairment and Additional Disabilities” (ErISFaVIA). The project is implemented by the University of Thessaly and financed by the European Social Fund (Erasmus + Programme, KA2), (Project Agreement Number 2019-1-EL01-KA201-062886).

2017-2020

Coordinator of the European project “Promoting Effective Communication for Individuals with a Vision Impairment and Multiple Disabilities” (PrECIVIM). The project was implemented by the University of Thessaly and financed by the European Social Fund (Erasmus + Programme, KA2), (Project Agreement Number 2017-1-EL01-KA201-036289).

2014-2017

Coordinator of the European project “Bridging the Gap between Museums and Individuals with Visual Impairments (BaGMIVI)” (Project Number: 1-EL01-KA200-001631). The project was implemented by the University of Thessaly and financed by the European Social Fund (Erasmus + Programme- A2 Programme).

2014-2015

Coordinator of the project “The access of individuals with disabilities or/and special educational needs to the physical and cultural environment of museums”. The project was implemented by the University of Thessaly and co-financed by the European Social Fund (ESF) and national resources (Ministry of National Education and Religious Affairs).

2012-2015

Coordinator of the project “ARISTEIA-University of Thessaly: Handedness and Braille Literacy in Individuals with Severe Visual Impairments” (HaBLISVI/1861). This research was co-financed by the European Union (European Social Fund – ESF) and Greek national funds through the Operational Program "Education and Lifelong Learning" of the National Strategic Reference Framework (NSRF).

2010 - 2012

Coordinator of the national project “An investigation into the functions of educational software for students with severe visual impairment: Evaluation from teachers and students”, funded by the University of Thessaly Research Committee.

2008-2010

Coordinator of the national project “An investigation into conception of students with blindness and students with learning difficulties in mathematics with emphasis on geometry and fractions”, funded by the University of Thessaly Research Committee.

2006-2008

Coordinator of the project “Pilot educational programmes for blind students and those with visual impairments via assistive technology and modified haptic material”. This project was implemented by the University of Thessaly and co-financed by the European Social Fund (ESF) and national resources (Ministry of National Education and Religious Affairs).

As Coordinating Partner

2020-2022

European project “**Ambassadors of Diversity and non-Discrimination @ new Methods in non-formal Education, ADD@ME**” which is funded by European Social Fund (Erasmus + Programme, 2020-2022). Applicant Organisation: Unione Italiana Ciechi ed Ipovedenti Sezione Provinciale di Firenze-ITALY, Project Agreement Number: 2020-2-IT03-KA205-019070.

2020-2022

European project “**Four-Minute BarrierS" Project, FMBS**”, which was funded by European Social Fund (Erasmus + Programme, 2020-2021). Applicant Organisation: Foundation for Development of the Cultural and Business Potential of Civil Society-BULGARIA/Project Agreement Number: 613251-EPP-1-2019-1-BG-SPO-SCP.

2019-2022

European project “**Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities, ToMiMEUs**”, which was funded by European Social Fund (Erasmus + Programme, KA2, 2019-2021). Applicant Organisation: Muzeul Etnografic al Transilvaniei-ROMANIA/Project Agreement Number: 2019-1-RO01-KA202-063245.

2019-2021

European project “**Visually Impaired youth with Vested Autonomy –Social inclusion via social entrepreneurship, VIVA**”, which was funded by European Social Fund (Erasmus + Programme/Cooperation for Innovation and the exchange of good practices, 2019-2021). Applicant Organisation: OFENSIVA TINERILOR ASOCIATIA-BULGARIA, Project Agreement Number: 2018-3-RO01-KA205-060985.

2012-2015

Project “**THALIS-University of Macedonia (Coordinating Organisation) - KAIKOS: Audio and Tactile Access to Knowledge for Individuals with Visual Impairments**”, MIS 380442. This research has been co-financed by the European Union (European Social Fund – ESF) and Greek national funds through the Operational Program "Education and Lifelong Learning" of the National Strategic Reference Framework (NSRF).

As a Research Fellow

2014-2017

Research Fellow in the European project “Cultures of disaster and resilience among children and young people” (Horizon 2020- under grant agreement No 653753). Applicant Organisation: University of Lancaster-United Kingdom.

May 2003 – December 2003

Research fellow in a national project which investigated the transcription of all textbooks into Braille for blind students, funded by the Ministry of Education and Religious Affairs.

2003-2004

Research fellow in mapping and construction of curricula for special education for students with severe visual impairments (and blind) in Greece. This project was implemented by the University of Thessaly and co-financed by the European Social Fund (ESF) and national resources (Ministry of National Education and Religious Affairs). Applicant Organisation: Pedagogical Institute, Athens, Greece.

1997-1998

Research fellow in a project regarding pedagogical issues in Curricula of Greece, co-financed by the European Social Fund (ESF) and national resources (Ministry of National Education and Religious Affairs). Applicant Organisation: University of Patras, Greece

PUBLICATIONS

PhD thesis

Argyropoulos, V. (2002). *An Investigation into tactual shape perception and geometrical concepts in students who are blind*. Unpublished PhD Thesis, School of Education, University of Birmingham, U.K. (distinction, Cadbury Prize)

Publications in peer-reviewed international Journals and Proceedings of Conferences

A. Peer-reviewed international Journals

1. Nikolarazi, M., **Argyropoulos, V.**, Papazafiri, M., & Kofidou, C. (2021) Promoting accessible and inclusive education on disaster risk reduction: the case of students with sensory disabilities, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2020.1862408.
2. Martos, A., Kouroupetroglou, G., **Argyropoulos, V.**, & Papadopoulos, K. (2020). Tactile Identification of Embossed Lines and Square Areas in Diverse Dot Heights by Blind Individuals. *Universal Access in the Information Society*, doi 10.1007/s10209-020-00729-4.
3. **Argyropoulos, V.**, Sideridis, G., Padeliadu, S., Martos, A., Koutsogiorgou, S., & Nikolarazi, M. (2020). Refreshable Braille Displays and Reading Fluency: a pilot study in individuals with blindness. *Education and Information Technologies*, 25(5), 3613-3630 <https://doi.org/10.1007/s10639-020-10126-2>.
4. Papadimitriou, V. & **Argyropoulos, V.** (2019). Tracing the effectiveness of braille reading patterns in individuals with blindness: handedness and error analysis. *British Journal of Visual Impairment*, 38(2), 209-221.
5. **Argyropoulos, V.**, Hathazi, A., & Nikolarazi, M. (2019). Undergraduate Student Education Programs Regarding Braille Literacy: A Transnational Comparative Study. *Higher Education Studies*, 9(4), 44-57.
6. **Argyropoulos, V.** & Padeliadu, S., Avramidis, E., Tsiakali, T., & Nikolarazi, M. (2019). An investigation of preferences and choices of students with vision impairments on literacy mediums for studying. *British Journal of Visual Impairment*, 37(2), 154-198.
7. **Argyropoulos, V.**, Paveli, A. & Nikolarazi, M. (2019). The role of DAISY digital talking books in the education of individuals with blindness: A pilot study. *Education and Information Technologies*, 24(1), 693-709.
8. Papadimitriou, V. & **Argyropoulos, V.** (2017). The effect of hand movements on braille reading accuracy. *International Journal of Educational Research*, 85, 43-50.
9. **Argyropoulos, V.**, & Papadimitriou, V. (2017). Spelling accuracy and students with visual impairments: A quantitative and qualitative approach of spelling errors. *International Journal of Educational Research*, 83, 135-141.
10. Vlachos, F., **Argyropoulos, V.**, & Papadimitriou, V. (2017). Effects of handedness and blindness on braille reading accuracy. *Advances in Neurodevelopmental Disorders*, 1, 141-148.
11. **Argyropoulos, V.**, Masoura, E., Tsiakali, T., Nikolarazi, M., & Lappa, C. (2017). Verbal working memory and reading abilities among students with visual impairment. *Research in Developmental Disabilities*, 64, 87-95.
12. **Argyropoulos, V.**, & Chamonikolaou, S. (2016). Investigating key functions of hand movements by individuals with visual impairment: Improving instructional practices in

- special education through research. *Contemporary Educational Researches Journal*, 6(1), 02-10.
13. **Argyropoulos, V., & Papadimitriou, V.** (2015). Braille Reading Accuracy of Students Who Are Visually Impaired: The Effects of Gender, Age of Sight Loss, and Level of Education. *Journal of Visual Impairment and Blindness*, 109(2), 107-118.
 14. **Argyropoulos, V., & Kanari, C.** (2015). Re-imagining the museum through “touch”: reflections of individuals with visual disability on their experience of museum-visiting in Greece. *European Journal on Disability Research*, 9(2), 130-143.
 15. **Argyropoulos, V., Sideridis, G., & Papadimitriou, V.** (2014). Hand Preference of Individuals with Blindness in Everyday Activities: The Effects of Age of Sight Loss, Age and Gender. *Research in Developmental Disabilities*, 35(8), 1885-1898.
 16. **Argyropoulos, V., & Thymakis, P.** (2014). Multiple Disabilities and Visual Impairment: An Action Research Project. *Journal of Visual Impairment and Blindness*, 108(2), 163-167.
 17. **Argyropoulos, V., Nikolarazi, M., Tsiakali, T., Kountrias, P., Koutsogiorgou, S., & Martos, A.** (2014). Collaborative Action Research Approach Promoting Professional Development for Teachers of Students with Visual Impairment in Assistive Technology. *Journal of International Special Needs Education*, 17(1), 33-43.
 18. **Kanari, H., & Argyropoulos, V.** (2013). Educational Museum Programs for Children with Visual Disabilities. *The International Journal of the Inclusive Museum*, 6(3), 13-26.
 19. **Argyropoulos, V., Sideridis, G. D., Botsas, G. & Padeliadu, S.** (2012). Assessing Self-Regulation in Individuals with Visual Impairments: Generality versus Specificity in Self-Regulatory Functioning. *Assessment for Effective Intervention*, 37(3), 171-182.
 20. **Spiliotopoulos, D., Xydas, G., Kouroupetroglou, G., Argyropoulos, V. & Ikospentaki, K** (2010). Auditory universal accessibility of data tables using naturally derived prosody specification. *Universal Access in the Information Society*, 9(2), 169-183.
 21. **Argyropoulos, V., Sideridis, G., Kouroupetroglou, G., & Xydas, G.** (2009). Auditory discriminations of typographic attributes of documents by students with blindness. *British Journal of Visual Impairment*, 27(3), 183-203.
 22. **Argyropoulos, V. & Nikolarazi, M.** (2009). Developing inclusive practices through collaborative action research. *European Journal of Special Needs Education*, 24(2), 139-153.
 23. **Papadopoulos, K., Argyropoulos, V. & Kouroupetroglou, G.** (2008). Discrimination and Comprehension of Synthetic Speech by Students with Visual Impairments: The Case of Similar Acoustic Patterns. *Journal of Visual Impairment and Blindness*, 102(7), 420-429.
 24. **Argyropoulos, V., Sideridis, G., & Katsoulis, F.** (2008). The Impact of Teacher and Parent Perspectives on Students who are Blind regarding their Choices of Literacy Media for Independent Study. *Journal of Visual Impairment and Blindness*, 104(4), 221-231.
 25. **Argyropoulos, V. & Martos, A.** (2006). Braille literacy skills: An Analysis of the Concept of Spelling. *Journal of Visual Impairment & Blindness*, 100(11), 676-686.
 26. **Argyropoulos, V. & Stamouli, M.** (2006). A Collaborative action research project in an inclusive setting: assisting a blind student. *British Journal of Visual Impairment*, 24(3), 128-134.
 27. **Argyropoulos, V.** (2002). Tactual shape perception in relation to the understanding of geometrical concepts by blind students. *The British Journal of Visual Impairment*, 20(1), 7-16.

B. Publications in Proceedings (Conferences)

1. **Argyropoulos, V.**, Cascio, V., David, A., Elek, D., Hurtado Martínez, F., & Lemanczyk, A. (2021). Empowering young people with visual impairments to become active agents for social inclusion: the case of the ADD@ME project (to be published). 14th annual International Conference of Education, Research and Innovation.
2. **Argyropoulos, V.**, Kanari, C., Hathazi, A., Kyriakou, M., Papazafiri, M., & Nikolarazi, M. (2020). Children with vision impairment and multiple disabilities: issues of communication skills and professionals' challenges. In M. Carmo (Ed.), *Proceedings of the International Conference on Education and New Developments* (pp. 271-275). Lisbon, Portugal: inScience Press.
3. **Argyropoulos, V.**, Kanari, C., Papazafiri, M., & Nikolarazi, M. (2020). Effective Communication for Individuals with vision impairment and multiple disabilities: the case of the PrECIVIM project. In M. Mira Tzvetkova-Arsova & M. Tomova (Eds), *Proceedings of the 7th ICEVI Balkan Conference* (pp. 143-149). Sofia, Bulgaria: ICEVI-Europe.
4. **Argyropoulos, V.**, & Nikolarazi, M. (2019). Bridging the gap between teaching and researching in the field of visual impairment. *Proceedings of IASTEM International Conference* (pp. 33-36). London. United Kingdom.
5. **Argyropoulos, V.**, & Thymakis, P. (2018). Special education teachers and self-determination of students with vision disability. *Proceedings of EDULEARN18 Conference* (pp. 6598-6603). Palma de Mallorca, Spain.
6. Papazafiri, M., & **Argyropoulos, V.** (2018). Assistive Technology and special education teachers: the case of students with multiple disabilities and vision impairment. *Proceedings of EDULEARN18 Conference* (pp. 5485-5492). Palma de Mallorca, Spain.
7. **Argyropoulos, V.**, Nikolarazi, M., & Papazafiri, M. (2018). Disaster Education and children with visual impairment. *Proceedings of the 20th International Conference on Advanced Pedagogical Sciences and Educational Policies* (pp. 2134-2137). Sydney, Australia.
8. **Argyropoulos, V.**, & Papazafiri, M. (2017). Investigating tactile exploratory procedures of students with multiple disabilities and visual impairment: current trends in education. *Proceedings of ICERI2017* (pp. 2023-2029). Seville, Spain.
9. **Argyropoulos, V.**, Nikolarazi, M., Kanari, C., & Chamonikolaou, S. (2017). Current and future trends in museums regarding visitors with disabilities: the case of visitors with visual impairments. *Proceedings of the 9th ICEVI "empowered by dialogue"* (pp. 32-33). Bruges, Belgium.
10. **Argyropoulos, V.**, Nikolarazi, M., Kanari, C., Chamonikolaou, S., Plati, M., Markou, E., & Leotsakou, B†. (2017). Bridging theory and practice in developing inclusive practices in museum: The Greek case. *Proceedings of the 9th ICEVI "empowered by dialogue"* (pp. 40-41). Bruges, Belgium.
11. Nikolarazi, M., Chamonikolaou, S., **Argyropoulos, V.**, & Kanari, C. (2017). Investigating risk perception and disaster management through perspectives of children with and without visual disability. *Proceedings of the 9th ICEVI "empowered by dialogue"* (pp. 69-70). Bruges, Belgium.
12. Nikolarazi, M., Gounari, N., Valoumas, G. & **Argyropoulos, V.** (2016). The role of children in disaster risk reduction policies: a case study with hearing and hard of hearing children. *Proceedings of the conference "Integrative risk management-toward resilient cities"* (pp. 460-463). Davos, Switzerland.
13. **Argyropoulos, V.**, Nikolarazi, M., Chamonikolaou, S., & Kanari, C. (2016). Museums and people with visual disability: an exploration and implementation through an Erasmus+ project. *Proceedings of EDULEARN16 Conference* (pp. 4509-4516). Barcelona, Spain.

14. **Argyropoulos, V.**, Nikolarazi, M., Kanari, C., & Chamonikolaou, S. (2016). Education and access of students with visual disabilities to culture: re-defining the role of museums. *Proceedings of END 2016*. International Conference on Education and New Developments (pp. 374-378), M. Carmo (Ed.). Ljubljana, Slovenia.
15. Nikolarazi, M., **Argyropoulos, V.**, & Kofidou, C. (2016). Disaster education and sensory disabilities. *Proceedings of the 1st International Conference on Natural Disasters and Infrastructure*. Chania, Greece.
16. **Argyropoulos, V.**, Martos, A., & Sideridis, G. (2015). Auditory and Haptic Access through Assistive Technology: Critical Issues in the Education of Students with Visual Impairment. In C.A. Shoniregun & G.A. Akmayeva (Eds.), *Proceedings of the Ireland International Conference in Education (IICE-2015)*, ISBN: 978-1-908320-60-5, pp. 115-119. Dublin, Ireland.
17. **Argyropoulos, V.**, Martos, A., Sideridis, G., Kouroupetroglou, G., Nikolarazi, M., & Papazafiri, M. (2015). Reading comprehension issues and Individuals with visual impairments: the effects of using 8-dot and 6-dot braille code through a braille display. In M. Antona & C. Stephanidis (Eds.), *Proceedings of the 9th International Conference "Universal Access in Human-Computer Interaction"* LNCS 9176, Part II, pp. 71-81. Los Angeles, USA.
18. **Argyropoulos, V.**, Paveli, A., Sideridis, G., Martos, A., Nikolarazi, M., & Katsiafourou, E. (2015). Digital talking books and auditory access: A pilot study with individuals with visual impairments. *Proceedings of 7th International Conference on Education and New Learning Technologies* (pp. 3811-3816). Barcelona, Spain.
19. Nikolarazi, M., & **Argyropoulos, V.** (2015). The learning and communication barriers of deaf and hard of hearing students in higher education. *Proceedings of 7th International Conference on Education and New Learning Technologies* (pp. 4130-4134). Barcelona, Spain.
20. **Argyropoulos, V.**, Papazafiri, M., Koutsogiorgou, S-M., Nikolarazi, M., & Katsiafourou, E. (2015). Haptic recognition of two-dimensional tactile patterns of basic geometric shapes by individuals with visual impairments. M. Carmo (Ed.), *Proceedings of International Conference "Education and New Developments"* (pp. 209-213). Porto, Portugal.
21. **Argyropoulos, V.**, Sideridis, G., Martos, A., & Nikolarazi, M. (2015). Auditory Access and distinction of visual document elements by blind and sighted students. In M. Carmo (Ed.). *Proceedings of International Conference "Education and New Developments"* (pp. 214-218). Porto, Portugal.
22. Tsiakali, T. K., & **Argyropoulos, S. V.** (2015). An Investigation of the Perspectives of Teachers on the Literacy Media Selections for Students with Visual Disability: The Role of Assistive Technology. In G. Kouroupetroglou (Ed.). *Proceedings of International Conference on enabling access for persons with visual impairment* (pp. 214-219). Athens, Greece.
23. Martos, A., Kouroupetroglou, G., & **Argyropoulos, V.** (2015). 8-dot Braille Code for Complex Nemeth Symbols. In G. Kouroupetroglou (Ed.). *Proceedings of International Conference on enabling access for persons with visual impairment* (pp. 115-119). Athens, Greece.
24. Papadimitriou, V., & **Argyropoulos, V.** (2015). Spelling Accuracy of Students with Visual Impairments: Suggestions based on Assistive Technologies. In G. Kouroupetroglou (Ed.). *Proceedings of International Conference on enabling access for persons with visual impairment* (pp. 136-140). Athens, Greece.

25. **Argyropoulos, V.**, Chamonikolaou, S., Martos, A., & Nikolarazi, M. (under publication). The van Hiele Model and its Implication in Blind Students' Understanding in Geometry. Proceedings of the Biennial Conference of the South Pacific Educators in Vision Impairment. Melbourne, Australia.
26. Tavoulari, A., Katsoulis, F., & **Argyropoulos, V.** (2014). Early Intervention in Greece: Present Situation and Proposal for the Future. *Proceedings of the 8th International Scientific Conference "Special Education and Rehabilitation Today"* (pp. 117-123). Belgrade, Serbia.
27. **Argyropoulos, V.**, Chamonikolaou, S., Nikolarazi, M. & Martos, A. (2014). Investigating frames of conceptual reference systems in individuals with visual disability during active exploration. Proceedings of the 6th International Conference on Education and New Learning Technologies (pp.6051-6056). Barcelona, Spain, 7-9 July 2014.
28. **Argyropoulos, V.**, & Nikolarazi, M. (2014). Assessing the use of cognitive and metacognitive strategies by students with visual impairment in the school subject "language". Proceedings of the AER International Conference, San Antonio, Texas, USA.
29. **Argyropoulos, V.**, Martos, A., Kouroupetroglou, G., Chamonikolaou, S., & Nikolarazi, M. (2014). An Experimental Approach in Conceptualizing Typographic Signals of Documents by Eight-Dot and Six-Dot Braille Code. In C. Stephanidis and M. Antona (Eds.), Proceedings of the 8th International Conference on Universal Access in Human-Computer Interaction, LNCS 8514, Part II, pp. 83-92. Crete, Greece
30. **Argyropoulos, V.**, Kouroupetroglou, G., Martos, A., Nikolarazi, M., & Chamonikolaou, S. (2014). Patterns of Blind Users' Hand Movement s: The Case of Typographic Signals of Documents Rendered by Eight-dot and Six-dot Braille Code. In K. Miesenberger et al. (Eds.) Proceedings of the 14th International Conference on Computers Helping People with Special Needs, LNCS 8547, Part II, pp. 77-84. Paris, France
31. Martos, A., Kouroupetroglou, G., **Argyropoulos, V.**, & Deligiorgi, D. (2014). Towards the 8-dot Nemeth Braille Code. In K. Miesenberger et al. (Eds.) Proceedings of the 14th International Conference on Computers Helping People with Special Needs, LNCS 8547, Part II, pp. 533-536. Paris, France
32. Papadimitriou, V., & **Argyropoulos, V.** (2013). Braille reading accuracy in students with visual disability. *Proceedings of the 7th International Scientific Conference in Special Education and Rehabilitation* (pp. 185-191). Belgrade, Serbia.
33. Tsiakali, T., & **Argyropoulos, V.** (2013). Investigating Comprehension in Children with Visual Disability through Combined Literacy Media. *Proceedings of the 7th International Scientific Conference in Special Education and Rehabilitation* (pp. 51-56). Belgrade, Serbia.
34. **Argyropoulos, V.**, Chamonikolaou, S., & Nikolarazi, M. (2013). Students with visual disability and active touch: Levels of Understanding and think aloud protocols. *Proceedings of the 5th Asian Conference on Education 2013 (ACE2013) & The 1st Asian Conference on Society, Education and Technology 2013 (ACSET2013)* (pp. 1428-1438). Osaka, Japan.
35. Nikolarazi, M., **Argyropoulos, V.**, & Christianou, J. (2013). Action Research in Tertiary Education: A case study of a student with visual disability. *Proceedings of the 6th International Conference of Education, Research, and Innovation* (pp. 1727-1732). Seville, Spain.
36. **Argyropoulos, V.**, Chamonikolaou, S., & Nikolarazi, M. (2013). Investigating types of active touch in individuals with visual disability during the exploration of geometrical

- shapes. *Proceedings of the 6th International Conference of Education, Research and Innovation* (pp.1626-1632). Seville, Spain.
37. **Argyropoulos, V.** & Papazafiri, M. (2012). The effects of co-teaching in the integration of a student with blindness in a general educational setting. *Proceedings of the 6th International Scientific Conference: Special Education and Rehabilitation Today* (pp.181-189). University of Belgrade, Serbia.
 38. **Argyropoulos, V.**, Papadopoulos, K., Kouroupetroglou, G., Xydias, G. & Katsoulis, F. (2007). Discrimination and perception of the acoustic rendition of texts by blind people. In C. Stephanidis (Ed.), *Universal Access in Human-Computer Interaction. Proceedings of HCI International 2007, Part III, HCI, LNCS 4556* (pp.205-213). Beijing: Springer.
 39. **Argyropoulos, V.**, & Katsoulis, F., & Eliadou, C. (2006). Teachers' and blind students' attitudes towards Braille: A comparative study. *Proceedings of the 12th International Council for Education of People with Visual Impairment (ICEVI) World Conference 2005: "Achieving Equality in Education: New Challenges and Strategies for Change"* (pp.1-9). Kuala Lumpur, Malaysia.
 40. Katsoulis, F., Hatzi, M., Kokkotas, P. & **Argyropoulos, V.** (2006). Teaching electricity concepts to elementary school students with visual impairments. *Proceedings of the III International Council for Education of People with Visual Impairment (ICEVI) Balkan Conference: Transition of education and rehabilitation* (pp. 329-340). University of Belgrade, Faculty for Special Education and Rehabilitation.
 41. Xydias, G., **Argyropoulos, V.**, Karakosta, T., & Kouroupetroglou, G. (2005). An Experimental Approach in Recognizing Synthesized Auditory Components in a Non-Visual Interaction with Documents. *Proceedings of the 11th International Conference on Human-Computer Interaction (HCI2005)*, (pp.411-420). Las Vegas, Nevada USA.
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3. Papadimitriou, V., & Argyropoulos, V. (2020). The braille code and alphabetic reading strategy. Κώδικας braille και αλφαβητική στρατηγική ανάγνωσης: ανάλυση λαθών και εφαρμογές στην εκπαίδευση. *Journal of Social Sciences*, 3, 7-22 (in Greek).
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8. Kanari, C., Argyropoulos, V., & Filippatou, D. (2017). Social integration and museums: Special education teachers' perspectives about museum contribution regarding social integration of students with vision disability, *Museumedu*, 107-133 (in Greek).
9. Argyropoulos, V., & Papadimitriou, V. (2016). Individuals with blindness and reading accuracy through braille. *Mentor*, 150-166 (in Greek).
10. Maleza, O., Argyropoulos, V., & Vavougiou, D. (2017). Investigation of blind students' alternative ideas in notions of Mechanics. Proceedings of the 10th Panhellenic Conference in Didactics of Physics and New Technologies in Education (pp. 584-590), http://synedrio2017.enepnet.gr/images/Praktika-10ou-Synedriou_Teliko.pdf (in Greek).
11. Koziori, A., & Argyropoulos, V. (2016). Critical review of teaching methods of Science in students with disabilities (sensory disabilities and autism). *Proceedings of the 9th Panhellenic of teaching methods in Science and ICT: Innovations and Practices* (pp. 77-86), <http://synedrioenepnet-2015.web.auth.gr> (in Greek).
12. Zoubouli, N., Paraskeuopoulos, S., & Argyropoulos, V. (2016). Access of people with disabilities to protected areas: the case of the National Marine Park of Alonissos Northern Sporades (NMPANS). *Proceedings of the 9th Panhellenic of teaching methods in Science and ICT: Innovations and Practices* (pp. 104-112), <http://synedrioenepnet-2015.web.auth.gr> (in Greek).
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14. Chalaza, V., & Argyropoulos, V. (2013). Social support and adults with visual impairment: when do they accept it? *Journal of Social Sciences, 1-2*, 140-158 (in Greek).
15. Argyropoulos, V., Papadimitriou, V., & Vlachos, F. (under publication). Assessment of hand preference in individuals with blindness. *Proceedings of the 3rd Greek Conference in Special Education*. ISBN: 978-960-333-781-2. (in Greek).
16. Pouliou, A., & Argyropoulos, V. (2013). Early intervention and behavioral difficulties in a child with blindness. *Proceedings of the 3rd Greek Conference in Special Education*. ISBN: 978-960-333-781-2. (in Greek).
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20. Argyropoulos, V. & Stergiou, E. (2011). Perspectives and experience of people with severe visual impairment about mobility and orientation. *Proceedings of the 2nd Greek Conference in Education* (pp. 25-33). Athens: Kissos (in Greek).
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24. Argyropoulos, V. (2007). Learning Environment and Teaching Instruction in the Education of the Blind Students. *Proceedings of the 1st Greek Conference in Special Education* (pp. 265-277). Athens (in Greek).
25. Argyropoulos, V. & Eliadou, C. (2006). Assistive Technology and Braille: A pilot study. *Proceeding of the 9th Cypriot Conference of the Cypriot Pedagogical Association* (pp. 743-754). Cyprus (in Greek).
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28. Argyropoulos, V. (2003). Haptic Perception: Characteristics and attributes. *Special Educational Issues*, 20, 30-40 (in Greek).
29. Argyropoulos, V. (2003). A pilot study in a special school for the blind regarding the application of the van Hiele theory, *Mentor*, 7, 94-107 (in Greek).

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As editor

1. Halder, S., & **Argyropoulos, V.** (Eds) (2019). *Inclusion, Equity and Access for Individuals with Disabilities: Insights from Educators across World*. Cham: Palgrave MacMillan.
2. **Argyropoulos, V.** (section-Ed, 2019). Subsection: Assistive Technologies for Special Education and People with Disabilities. In A. Tatnall (Ed) *Encyclopedia of Education and Information Technologies*. Heidelberg: Springer Nature publishing company.
3. **Argyropoulos, V.**, Chamonikolaou, S., & Kanari, C. (Eds). (2015) Culture and Special Education: access of people with disabilities in the physical and cultural environment of museums and archeological sites. Volos, University of Thessaly (in Greek).
4. Padeliaou, S., & Argyropoulos, V. (2013) (Eds.) *Special Education: from theory to praxis*. Athens: Pedio (in Greek).

As author

1. Grisi, A., Cordani, F., Ribeiro, S., Kanari, C., **Argyropoulos, V.**, Arenas, M., & Delicado, A. (2020). Dialogues with children, mutual learning exercises and national policy debates. In M. Mort, I. Rodriguez-Giralt, & A. Delicado (Eds.) *Children and young people's participation in disaster risk reduction* (37-62). Bristol: Bristol University Press.
2. **Argyropoulos, V.**, Nikolarazi, M., & Papazafiri, M. (2020). Alternative Routes Toward Literacy for Individuals with Deafblindness: The Role of Assistive Technology (pp. 371-384). In S. Easterbrooks & H. Dostal (Eds.), *The Oxford Handbook of Deaf Studies in Literacy*. London: Oxford University Press.

3. **Argyropoulos, V.**, & Gentle, F. (2019). Formal and non-formal education for individuals with vision impairment or multiple disabilities and vision impairment. In J. Ravenscroft (Ed.) *The Routledge Handbook of Visual Impairment* (pp. 118-142). Abingdon: Routledge.
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5. Halder, S., & **Argyropoulos, V.** (2019). Challenges and strategic pathways to participation, equity, and access. In S. Halder & V. Argyropoulos (Eds), *Inclusion, Equity and Access for Individuals with Disabilities: Insights from Educators across World* (pp. 665-688). Cham: Palgrave McMillan.
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9. **Argyropoulos, V.** (2015). Vision Disability and issues of accessibility: the case of museums. In Argyropoulos, V., Chamonikolaou., & Kanari, C. (Eds), *Culture and Special Education. Access of individuals with disabilities and special educational needs in museums and archeological sites* (pp. 28-44). Volos: University of Thessaly (in Greek).
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Presentations

Presentations in international conferences as keynote speaker

1. **Argyropoulos, V.** (2017, December). Typical and non-typical learning environments within Inclusive Systems: A focus on Action Research network across 4 European countries regarding Individuals with Vision Impairment (**keynote speech**). World Congress on Special Needs Education. University of Cambridge, United Kingdom.

2. **Argyropoulos, V.** (2016, October). The role of effective networks in learning environments: the case of global access of individuals with visual impairments to museums (**keynote speech**). Ireland International Conference on Education (IICE 2016), Dublin, Ireland.
3. **Argyropoulos, V.** (2016, August). The calculus of touch and its significant functions for individuals with visual impairments (**keynote speech**). World Congress on Special Needs Education (WCSNE 2016). Philadelphia, USA.

Presentations in international conferences as presenter

4. **Argyropoulos, V., & Nikoloraizi, M.** (2021, August). The role of effective European networks in inclusive and supportive education: individuals with vision impairments and additional disabilities. ISEC 2021, London, UCL.
5. **Argyropoulos, V., Martos, A., & Sideridis, G.** (2015, October). Auditory and Haptic Access through Assistive Technology: Critical Issues in the Education of Students with Visual Impairment. *The Ireland International Conference in Education (IICE-2015)*. Dublin, Ireland.
6. **Argyropoulos, V., Martos, A., Sideridis, G., Kouroupetroglou, G., Nikoloraizi, M., & Papazafiri, M.** (2015, August). Reading comprehension issues and Individuals with visual impairments: the effects of using 8-dot and 6-dot braille code through a braille display. *The 9th International Conference "Universal Access in Human-Computer Interaction"*. Los Angeles, USA.
7. **Argyropoulos, V., Paveli, A., Sideridis, G., Martos, A., Nikoloraizi, M., & Katsiafourou, E.** (2015, July). Digital talking books and auditory access: A pilot study with individuals with visual impairments. *The 7th International Conference on Education and New Learning Technologies*. Barcelona, Spain.
8. Nikoloraizi, M., & **Argyropoulos, V.** (2015, July). The learning and communication barriers of deaf and hard of hearing students in higher education. *The 7th International Conference on Education and New Learning Technologies*. Barcelona, Spain.
9. **Argyropoulos, V., Papazafiri, M., Koutsogiorgou, S-M., Nikoloraizi, M., & Katsiafourou, E.** (2015, June). Haptic recognition of two-dimensional tactile patterns of basic geometric shapes by individuals with visual impairments. *The International Conference "Education and New Developments"*. Porto, Portugal.
10. **Argyropoulos, V., Sideridis, G., Martos, A., & Nikoloraizi, M.** (2015, June). Auditory Access and distinction of visual document elements by blind and sighted students. *The International Conference "Education and New Developments"*. Porto, Portugal.
11. Tsiakali, T. K., & **Argyropoulos, S. V.** (2015, February). An Investigation of the Perspectives of Teachers on the Literacy Media Selections for Students with Visual Disability: The Role of Assistive Technology. *The International Conference on enabling access for persons with visual impairment* (pp. 214-219). Athens, Greece.
12. Martos, A., Kouroupetroglou, G., & **Argyropoulos, V.** (2015, February). 8-dot Braille Code for Complex Nemeth Symbols. *The International Conference on enabling access for persons with visual impairment*. Athens, Greece.
13. Papadimitriou, V., & **Argyropoulos, V.** (2015, February). Spelling Accuracy of Students with Visual Impairments: Suggestions based on Assistive Technologies. *The International Conference on enabling access for persons with visual impairment*. Athens, Greece.
14. **Argyropoulos, V., Chamonikolaou, S., Martos, A., & Nikoloraizi, M.** (2015, January). The van Hiele Model and its Implication in Blind Students' Understanding in Geometry. The

- Biennial Conference of the South Pacific Educators in Vision Impairment. Melbourne, Australia.
15. Tavoulari, A., Katsoulis, F., & **Argyropoulos, V.** (2014, September). Early Intervention in Greece: Present Situation and Proposal for the Future. *The 8th International Scientific Conference "Special Education and Rehabilitation Today"*. Belgrade, Serbia.
 16. **Argyropoulos, V.**, & Nikolarazi, M. (2014, July). Assessing the use of cognitive and metacognitive strategies by students with visual impairment in the school subject "language". Proceedings of the AER International Conference, San Antonio, Texas, USA.
 17. **Argyropoulos, V.**, Martos, A., Kouroupetroglou, G., Chamonikolaou, S., & Nikolarazi, M. (2014, June). An Experimental Approach in Conceptualizing Typographic Signals of Documents by Eight-Dot and Six-Dot Braille Code. In C. Stephanidis and M. Antona (Eds.), *The 8th International Conference on Universal Access in Human-Computer Interaction*. Crete, Greece
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 20. Papadimitriou, V., & **Argyropoulos, V.** (2013, September). *Braille reading accuracy in students with visual disability*. The 7th International Scientific Conference in Special Education and Rehabilitation. Belgrade, Serbia.
 21. Tsiakali, T., & **Argyropoulos, V.** (2013, September). Investigating Comprehension in Children with Visual Disability through Combined Literacy Media. The 7th International Scientific Conference in Special Education and Rehabilitation. Belgrade, Serbia
 22. **Argyropoulos, V.**, Chamonikolaou, S., & Nikolarazi, M. (2013, November). *Investigating types of active touch in individuals with visual disability during the exploration of geometrical shapes*. The 6th International Conference of Education, Research and Innovation. Seville, Spain. Seville, Spain.
 23. Nikolarazi, M., **Argyropoulos, V.**, & Christianou, J. (2013, November). Action Research in Tertiary Education: A case study of a student with visual disability. The 6th International Conference of Education, Research and Innovation. Seville, Spain.
 24. **Argyropoulos, V.**, Chamonikolaou, S., & Nikolarazi, M. (2013, October). *Students with visual disability and active touch: Levels of Understanding and think aloud protocols*. The 5th Asian Conference on Education 2013 (ACE2013) & The 1st Asian Conference on Society, Education and Technology 2013 (ACSET2013). Osaka, Japan.
 25. Papadimitriou, V., & **Argyropoulos, V.** (2013, October). *Braille reading accuracy in students with visual disability*. The 7th International Scientific Conference in Special Education and Rehabilitation. Belgrade, Serbia.
 26. Tsiakali, T., & **Argyropoulos, V.** (2013, October). *Investigating Comprehension in Children with Visual Disability through Combined Literacy Media*. The 7th International Scientific Conference in Special Education and Rehabilitation. Belgrade, Serbia.
 27. Kanari, H., & **Argyropoulos, V.** (2013, April). *Educational Museum Programs for Children with Visual Disabilities*. The 6th International Conference on the Inclusive Museum. Copenhagen, Denmark.

28. Kanari, H., Vemi, V., & Argyropoulos, V. (2012, June). *The guided visit in the museum: Experiences of people with visual impairments*. The 11th International Society for Education through Art (InSEA). Lemesos, Cyprus.
29. **Argyropoulos, V.**, Papadimitriou, V., & Vlachos, F. (2012, June). *Hand preference of adults with blindness in everyday activities*. The 6th ICEVI Balkan Conference: New Developments in Educational Policies, Research and Practices in Visual Impairment. Cluj-Napoca, Romania.
30. **Argyropoulos, V.** & Antoniou, E. (2012, June). *Exploring the experiences of individuals with visual impairment in their working environment*. The 6th ICEVI Balkan Conference: New Developments in Educational Policies, Research and Practices in Visual Impairment". Cluj-Napoca, Romania.
31. **Argyropoulos, V.** & Papazafiri, M. (2012, September). *The effects of co-teaching in the integration of a student with blindness in a general educational setting*. The 6th International Scientific Conference: "Special Education and Rehabilitation Today". Belgrade, Serbia.
32. **Argyropoulos, V.** & Zoumpou, S. (2010, October). *Assessing blind students' cognitive and metacognitive strategies in language*. The 5th ICEVI Balkan Conference: New Competencies for Future Challenges in Europe". Zagreb, Croatia.
33. **Argyropoulos, V.** (2009, July). *Bridging the gap between teaching and researching in the field of visual impairment*. 7th European ICEVI Conference: "Living in a Changing Europe". Dublin, Ireland.
34. **Argyropoulos, V.**, Polychronis, P., Koutsogiorgou Sofia-Marina & Martos, A. (2008, October). *The development of an educational software for students who are visually impaired*. The ICEVI 4th Balkan Conference: "Recent Approaches & Future Challenges: Programs and Projects regarding the VI & MDVI". Istanbul, Turkey.
35. Katsoulis, F., **Argyropoulos, V.** & Leotsakou, B. (2008, October). *The situation of the education for students with visual impairments in Greece: Tendencies and Prospects*. The ICEVI 4th Balkan Conference: "Recent Approaches & Future Challenges: Programs and Projects regarding the VI & MDVI". Istanbul, Turkey.
36. **Argyropoulos, V.** (2008, June). *Developing inclusive practices through action research: The case of a student with blindness*. 2nd International Conference on Special Education. Marmaris, Turkey.
37. **Argyropoulos, V.**, Papadopoulos, K., Kouroupetroglou, G., Xydias, G. & Katsoulis, F. (2007, July). *Discrimination and perception of the acoustic rendition of texts by blind people*. 12th International Conference on Human-Computer Interaction. Beijing, China.
38. **Argyropoulos, V.**, & Katsoulis, F., & Eliadou, C. (2006, July). *Teachers' and blind students' attitudes towards Braille: A comparative study*. 12th International Council for Education of People with Visual Impairment (ICEVI) World Conference 2005: "Achieving Equality in Education: New Challenges and Strategies for Change. Kuala Lumpur, Malaysia.
39. Katsoulis, F., Hatzi, M., Kokkotas, P. & **Argyropoulos, V.** (2006, October). *Teaching science concepts to students with visual impairments*. III International Council for Education of People with Visual Impairment (ICEVI) Balkan Conference: "Transition of education and rehabilitation". University of Belgrade, Faculty for Special Education and Rehabilitation.
40. Xydias, G., **Argyropoulos, V.**, Karakosta, T., & Kouroupetroglou, G. (2005, July). *An Experimental Approach in Recognizing Synthesized Auditory Components in a Non-Visual Interaction with Documents*. 11th International Conference on Human-Computer Interaction, Las Vegas, Nevada, USA.

41. Spiliotopoulos, D., Xydas, G., Kouroupetroglou, G., & **Argyropoulos, V.** (2005, July). *Experimentation on Spoken Format of Tables in Auditory User Interfaces*. 3rd International Conference on Universal Access in Human Computer Interaction. Las Vegas, Nevada SA.
42. **Argyropoulos, V.**, Aineias, M., & Leotskakou, B. (2005, August). *Blind students and spelling: An investigation into braille literacy skills*. International Council for Education of People with Visual Impairment (ICEVI) European Conference 2005: "Education – aiming for Excellence". Chemnitz, Germany.
43. **Argyropoulos, V.** (2000, July). *Geometry and students with severe visual impairment: considering shape perception as an intersensory process*. International Council for Education of People with Visual Impairment (ICEVI) European Conference 2000: "Visions and Strategies for the New Century". Cracow, Poland.

Presentations in Greek Conferences

1. Maleza, O., Argyropoulos, V., Vavougiou, D. (2018, October). The role of historical experiments in teaching science in students with vision impairments. 8th Panhellenic Conference, University of Patras, Greece.
2. Kanari, C., Papazafiri, M., & Argyropoulos, V. (2018, April). Education and Culture: bridging the gap between students with and without disabilities. 3rd Panhellenic Conference. Moraiti college: Athens.
3. **Argyropoulos, V.** (2017, November). Collaborative networks and learning cultural environments: access of individuals with vision disability in museums (**keynote speech**). 4th Panhellenic Conference of Special Education, Centre of Education and Rehabilitation of the Blind, Athens.
4. Kanari, C., **Argyropoulos, V.**, & Filippatou, D. (2017, October). Including students with and without vision disability: design and collaborative networks. 2nd Panhellenic Conference in Educational and Child Psychology. University of Thessaly, Volos.
5. Maleza, O., **Argyropoulos, V.** & Vavougiou, D. (2017, October). Investigating blind students' levels of self-esteem toward notions of science of students with blindness 2nd Panhellenic Conference in Educational and Child Psychology. University of Thessaly, Volos.
6. **Argyropoulos, V.**, & Kanari, C. (2017, September). Potentials of creating accessibility toward cultural exhibits: options, presuppositions and universal design. FREE MOBILITY, ECOCITY-INTERAMERICAN, Athens.
7. Maleza, O., & **Argyropoulos, V.** (2017, April). Investigating blind students' alternative ideas in Mechanics. 10th Panhellenic Conference on Science Education and on ICT Education. University of Crete.
8. Maglara, G., & **Argyropoulos, V.** (2014, June). The notion of fraction in the education of students with visual disability: A pilot study. 4th Panhellenic Conference, National and Kapodistrian University of Athens.
1. **Argyropoulos, V.**, Papadimitriou, V, & Vlachos, F. (2013, April). Assessment of hand preference in individuals with visual impairment. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
2. Thymakis, P, & **Argyropoulos, V.** (2013, April). Multiple Disabilities and Visual Impairment: An Educational Intervention. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.

3. Pouliou, A, & **Argyropoulos**, V. (2013, April). Early Intervention and MDVI: A case study. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
4. Christianou, I., & **Argyropoulos**, V. (2013, April). Action Research and Students in the Tertiary Education. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
5. Karava, H., & **Argyropoulos**, V. (2013, April). Scientific Notation in Braille in Primary Education: A pilot study. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
6. Kapsali, A., & **Argyropoulos**, V. (2013, April). An Investigation in the relationships between Individuals with and without visual impairments. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
7. Nikolaraizi, M, Christianou, I., Stroggilos, V., & **Argyropoulos**, V. (2013, April). Vocational rehabilitation of students with disability and/or special educational needs. 3rd Panhellenic Conference of the Hellenic Educational Society". National and Kapodistrian University of Athens.
8. **Argyropoulos**, V. (2011). Theoretical perspectives of the notion "Differentiated teaching". Conference "Contemporary Approaches in Instruction, Learning and Differentiated Teaching. University of Thessaly.
9. Katsoulis, F., **Argyropoulos**, V., Vaitis, N., Tsialliou, H., Koulousis, E. & Prantalos, G. (2010, November). *Projects regarding perspective and scale in the education of students with visual impairment. 9th Panhellenic Geographic Conference*, Charokopeio University, Athens.
10. **Argyropoulos**, V. & Stergiou, E. (2010, May). *Perspectives and experience of people with severe visual impairment about mobility and orientation. 2nd Greek Conference in Education*. University of Athens.
11. **Argyropoulos**, V. & Gerasimou, S. (2010, April). *An innovative action regarding the access of people with blindness to museum exhibits. 2nd Greek Conference in Special Education*. University of Athens.
12. **Argyropoulos**, V. & Kanari, C. (2010, April). *Museums and People with Visual Impairments: A special type of social exclusion. 2nd Greek Conference in Special Education*. University of Athens.
13. **Argyropoulos**, V. (2009, May). The innovative role of action research in the in-service training of teachers of the visually impaired students. 1st Greek Conference in the Teachers' Education and Training. University of Crete, Rethimnon.
14. Zaboulaki, I., **Argyropoulos**, V. & Padelidou, S. (2009, May). *Cognitive and metacognitive strategies in mathematics: Evidence-based data from students with visual impairments. 12th Conference of the Hellenic Psychological Society*. University of Thessaly, Volos.
15. **Argyropoulos**, V. & Papazafiri, M. (2007, April). *A case study of a secondary blind student: An Intervention Program. 1st Greek Conference in Special Education"*. University of Athens.
16. **Argyropoulos**, V. (2007, April). *Learning Environment and Teaching Instruction in the Education of the Blind Students. 1st Greek Conference in Special Education"*. University of Athens.
17. **Argyropoulos**, V. (2007, November). *People with disabilities and their access to museums and exhibits. 1st Greek Conference of the Special Needs Greek Association*. University of Thessaly, Volos.

18. **Argyropoulos, V.** & Eliadou, C. (2006, June). *Assistive Technology and Braille: A pilot study*. 9th Cypriot Conference of the Cypriot Pedagogical Association. University of Cyprus, Nicosia.
19. **Argyropoulos, V.** (2005, October). *The assessment of functional vision of children with severe visual impairments: A multi-dimensional approach*. 5th Greek Conference of the World Organization for Early Childhood Education. University of Thessaly, Volos.
20. Xydas, G., **Argyropoulos, V.**, Karakosta, T. & Kouroupetroglou, G. (2004, September). *An open platform for conducting psycho-acoustic experiments of web documents*. National Conference, Thessaloniki.
21. **Argyropoulos, V.** (2000, May). *In which way students with severe visual impairments develop the concept of shape*. European Conference of Special Education. University of Crete, Rethimnon.

ADDITIONAL INFORMATION:

Honors and awards

1998 - 2002

State Scholarship Foundation for a PhD in the area of special education

2003 - 2004

State Scholarship Foundation for a post-doc in the area of visual impairment in conjunction with assistive technology.

Professional Membership

2006 - present

Contact person in Balkan countries for the International Council for Education of People with Visual Impairment (ICEVI).

Reviewer in the following journals (Editorial Board).

- Assessment for Effective Intervention
- British Journal of Visual Impairment
- Education and Information Technologies
- Educational Research and Reviews
- The Inclusive Museum
- The International Journal of Special Needs Education
- Special Education and Rehabilitation

Supervision

- 38 theses at undergraduate level (2004-2017)
- 8 theses at masters degree (2010-2017)
- 1 theses at master's degree (in progress) (2016-.....)
- 3 PhDs (2011-2015)
- 5 PhDs in progress (2013-...)