

CURRICULUM VITAE

PERSONAL INFORMATION

Surname: *Nikolarazi*
Name: *Magda*
Job address: *Department of Special Education
University of Thessaly, 38221 Volos*
Telephone: *++2421074751, ++6972449519*
Fax: *++2421074799*
e-mail: *mnikolar@uth.gr*

STUDIES

1997	<i>PhD in Education 'Exploring Parents' and Teachers' Perceptions of Deaf Children in Greece'</i>	School of Education, The University of Birmingham, U.K.
1997	<i>Postgraduate Certificate in Research Methods</i>	School of Education The University of Birmingham, UK.
1994	<i>Postgraduate Diploma in Special Education (Hearing- impaired)</i>	School of Education The University of Birmingham, U.K.
1992	<i>Bachelor in Primary Education</i>	Department of Education, Aristotle University of Thessaloniki, Greece

TEACHING AND ADMINISTRATIVE EXPERIENCE

α) Teaching experience at the University of Thessaly

Postgraduate level

2020 (in May)	Seminar regarding counselling issues for individuals who are deaf or hard of hearing which is part of a postgraduate course "The role of counseling in the area of special education, education and health"	University of Thessaly, Department of Special Education
2009-today (every two years)	<i>Lecturer in the semester module titled "Assessment in special education" (which takes place as part of the postgraduate course "Special and Inclusive Education")</i>	University of Thessaly, Department of Special Education
2016-2017	<i>Instructor during the winter semester 2016-2017</i>	Hellenic Open University (Greece)

for the module “Special Education” Coordinator and Instructor during the spring semester for the course “Special Education”

The module “Special Education” takes place as part of the Postgraduate course titled “Education Sciences: Special Education for People with Oral and Written Language Difficulties”

2010-2011

Seminar regarding counselling issues in relation to individuals who are deaf or hard of hearing” which takes part in the postgraduate course titled “The role of counseling in the area of special education, education and health”

University of Thessaly,
Department of Special Education

2008-2009

Invited lecture regarding the identity and the education of deaf and hard of hearing persons as part of the Postgraduate course in Special Education

University of Macedonia,
Department of Educational and Social Policy

Undergraduate level

August 2014-until
now

Associate Professor

Department of Special Education,
University of Thessaly

August 2011-present

Permanent Assistant Professor “Special Education: Education of the deaf”

Department of Special Education,
University of Thessaly

July 2007-August
2011

Assistant Professor “Special Education: Education of the deaf”

Department of Special Education,
University of Thessaly

September 2002-
July 2007

Lecturer “Special Education: Education of the deaf»

Department of Special Education,
University of Thessaly

Undergraduate courses :

- *Developing and teaching the following undergraduate modules: a)Introduction in Special Education, b)Introduction in the education of the deaf, c)Bilingualism and deaf children, d)Language development of deaf children, c)Literacy and deaf children, d)The access of deaf children in the curriculum, e)The role of assessment and differentiation in the access of deaf and hard of hearing students f)Greek Sign Language g)Teaching Practice*
- - *Supervising undergraduate and postgraduate dissertations in the area of special education and education of the deaf*

b) Administrative role in the Department of Special Education at the University of Thessaly

As a lecturer and assistant professor I participated in several committees such as: a) Postgraduate courses in special education, b)Teaching Practice, c)European Programmes, d)Assessment report of the University of Thessaly, e) Selecting academic staff f) Financial issues, g) European Credit transfer system, h) Guide of Studies

c) Administrative role at the University of Thessaly

I am the coordinator of the Accessibility Centre at the university of Thessaly which aims to support students with disabilities. This Centre started to function in 2012 after the completion of a two year project in which I was the coordinator (Greek site: <http://prosvasi.uth.gr/>)

d) Organising daily conferences at the University of Thessaly

May 2003	<i>The access of deaf students to the education and the society</i>
October 2013	<i>Pilot educational programs to enhance the literacy skills of deaf and hard of hearing students</i>
October 2013	<i>Disability in higher education</i>

e) Teaching experience in other Universities

January 2018-April 2018	Visiting scholar and guest lecturer (https://shortcourses.ridbc.org.au/people/vassilios-argyropoulos/).	RIDBC Renwick Centre at the Royal Institute for Deaf and Blind (North Rocks, Sydney, Australia) .
October 2000- August 2001	<i>Lecturer on a temporary basis with the following duties:</i> <i>- Teaching the module “The education of deaf children”</i> <i>- Coordinating the teaching practice</i> <i>- Supervising undergraduate dissertations</i>	Department of Educational and Social Policy University of Macedonia
October 1998- August 2001	<i>Lecturer on a temporary basis:</i> <i>- Teaching the modules “Introduction to Special Education” «Education of pre-school children with special educational needs</i> <i>- Supervising undergraduate dissertations</i>	Department of Pre-School Education, Democritus University of Thrace
January 1998-March 2003	<i>Teaching the following modules: “Introduction to Special Education”, “Education of the deaf”</i> <i>Organizing a conference titled “The Deaf culture and the role of Greek Sign Language”</i>	In-service training centre in Special Education, Department of Primary Education Aristotle University of Thessaloniki

f) Teaching experience in Primary Education

September 2001- September 2002	<i>Special Education teacher</i>	General Primary Educational Setting in Athens
--------------------------------	----------------------------------	---

VOLUNTEER ACTIVITY AS A MEMBER OF THE UNIVERSITY OF THESSALY

- Coordination of a volunteering programme for the support of families with deaf children (2004-2007)
- Coordination of a volunteering program for the support of teachers of deaf or hard of hearing children (2004-2007)
- Coordination of a volunteering program for the support of students with disabilities in higher education (2008-2010)

PROJECTS**a) Coordinator**

2012-2014	<i>“Exploring the experiences of deaf and hard of hearing students regarding their academic and social access in the University of Thessaly”</i>	Research Committee, The University of Thessaly
2010-2013	<i>“The physical and academic access of students with disabilities in the University of Thessaly”</i>	Research Committee, The University of Thessaly
2009-2011		
	<i>“Exploring the needs of beginning special education teachers”</i>	Research Committee, The University of Thessaly
2007-2008	<i>“The development of literacy skills of deaf and hard of hearing children through the ICT”</i>	This research has been co-financed by European Social Funds and national resources (The University of Thessaly)

b) Leading person

2015-2018	Cultures of disaster and resilience among children and young people	This research is implemented by the University of Lancaster (coordinator) and four participating partners including the University of Thessaly. I act as the leading person for the University of Thessaly. The project is funded by EC (Horizon 2020)
-----------	---	--

c) Fellow researcher

2019-2022	Early Intervention Services for Families with	University of Thessaly and financed by
-----------	---	--

2019-2021	Children with Vision Impairment and Additional Disabilities” (EriSFaVIA). Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities” (ToMiMEUs).	the European Social Fund (Erasmus + Programme, KA2) Muzeul Etnografic al Transilvaniei, Cluj-Napoca, Romania funded by EC (Erasmus + Programme-A2 Action.)
2017-2020	Promoting Effective Communication for Individuals with a Vision Impairment and Multiple Disabilities” (PrECIVIM).	University of Thessaly funded by EC (Erasmus + Programme-A2 Action.)
2014-2017	<i>“Bridging the Gap between Museums and Individuals with Visual Impairments” (code: 1-EL01-KA200-001631).</i>	University of Thessaly funded by EC (Erasmus + Programme-A2 Action.)
September 2014	<i>“The access of individuals with disabilities or/and special educational needs to the physical and cultural environment of museums”).</i>	The project is implemented by the University of Thessaly and co-financed by the European Social Fund and national resources
January 2012- December 2014	<i>«Handedness and Braille Literacy in Individuals with Severe Visual Impairments</i>	ARISTEIA-University of Thessaly Action of the "Operational programme education and lifelong learning” co-funded by the European Social Fund and National Resources.
September 2012- September 2015	<i>«Audio and Tactile Access to Knowledge for Individuals with Visual Impairments»</i>	THALIS-University of Macedonia Operational Program "Education and Lifelong Learning" co-funded by the European Social Fund and and National Resources
April 2005-2006	<i>«Empowering parents of deaf and hard of hearing children</i>	The University of Patras, co-funded by the European Social Fund and and National Resources
October-2003- June 2004	<i>Development of curricula for deaf and hard of hearing children in primary and secondary education</i>	They Ministry of Education and Religious Affairs, co-funded by European Social Funds and national resources
October 1999- March 2000	<i>“Exploring special education teachers’ in-service training needs”</i>	Department of Primary Education, Aristotle University of Thessaloniki, co-funded by the European Social Fund and National Resources
March-1998- July 1999	<i>“Teachers in-service training in the education of children with special learning difficulties’.</i>	Department of Primary Education, Aristotle University of Thessaloniki, co-funded by the European Social Fund and National Resources

PhD thesis-PUBLICATIONS

PhD thesis

Nikolarazi, M. (1997). *Exploring parents' and teachers' views of deaf children in Greece*. Unpublished PhD Thesis, School of Education, University of Birmingham, U.K.

Papers in peer-reviewed international journals and proceedings of international conferences

1. 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.
2. Argyropoulos, V., Hathazi, A., & Nikolarazi, M. (2019). Undergraduate Student Education Programs Regarding Braille Literacy: A Transnational Comparative Study. *Higher Education Studies*, 9, 44-57.
3. Argyropoulos, V. & Padeliaou, 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, 154-198.
4. 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, 693-709.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

11. 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.
12. 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. In M. Carmo (Ed.), *Proceedings of END 2016. International Conference on Education and New Developments* (pp. 374-378). Ljubljana, Slovenia.
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., 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.
15. 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.
16. 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.
17. 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. In M. Carmo (Ed.), *Proceedings of International Conference "Education and New Developments"* (pp. 209-213). Porto, Portugal.
18. 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.). In M. Carmo (Ed.), *Proceedings of International Conference "Education and New Developments"* (pp. 214-218). Porto, Portugal.
19. 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.
20. 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.
21. 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.
22. 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.
 23. 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, 33-43.
 24. 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.
 25. 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.
 26. 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.
 27. Nikolarazi, M., Karagianni, K. & Filippatou, D. (2013). The role of peer tutoring for students with and without disabilities in higher education. *Proceedings of the fifth Annual International Conference on Education and New Learning Technologies* (pp.6328-6334). Barcelona, Spain.
 28. Nikolarazi, M., Vekiri, I., & Easterbrooks, S. (2013). Investigating deaf students' use of visual multimedia resources in reading comprehension. *American Annals of the Deaf*, 157, 458-473.
 29. 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.
 30. 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.
 31. Nikolarazi, M. & Theofanous, M. (2012). The strategical use of concept maps in reading comprehension of students who are deaf. In A. Cañas, J. Novak & J. Vanhear (Eds.), *Proceedings of the Fifth International Conference on Concept Mapping* (pp. 406-413). Malta: University of Malta.
 32. Strogilos, V., Nikolarazi, M. & Tragoulia, E. (2012). Experiences among beginning special education teachers in general education settings: the

- influence of school culture. *European Journal of Special Needs Education*, 27, 185-199.
33. Nikolarazi, M. & Vekiri, I. (2012). The design of a software to enhance the reading comprehension of deaf children: An integration of multiple theoretical perspectives *Education and Information Technologies*, 17, 167-185.
34. Hadjikakou, K. & Nikolarazi, M. (2011). Deaf clubs today: Do they still have a role to play? The cases of Cyprus and Greece. *American Annals of the Deaf*, 155, 605-616
35. Argyropoulos, V. & Nikolarazi, M. (2009). Developing inclusive practices through collaborative action research. *European Journal of Special Needs Education*, 24, 139-153
36. Mavropoulou, S., Nikolarazi, M. & Seremetidou, N. (2008). A qualitative study of teachers' views about befriending persons with special needs. *Teacher Education and Special Education*, 31, 93-102.
37. Hadjikakou, K. & Nikolarazi, M. (2008). The communication experiences of adult deaf people within their family during childhood in Cyprus. *Deafness and Education International*, 10, 60-79
38. Petrantonakis, P. Kosmidou, V., Nikolarazi, M., Koutsigiorgou, S. & Hadjileontiadis, L. (2008). "See and see": An educational tool for hard of hearing kids. In P. Diaz, i. Aedo, E. Mora (Ed.), *Proceedings of the Eighth International Conference on advanced learning technologies* (pp.1032-1033). Santander, Spain
39. Hadjikakou, K. & Nikolarazi, M. (2007). The Impact of Personal Educational Experiences and Communication Practices on the Construction of Deaf Identity in Cyprus. *American Annals of the Deaf*, 152, 398-414
40. Nikolarazi, M. (2007). Analysing the concept of deaf identity. *Hellenic Journal of Psychology*, 4, 185-204.
41. Nikolarazi, M. & Hadjikakou, K. (2006). The role of educational experiences in the development of deaf identity. *Journal of Deaf Studies and Deaf education*, 11, 477-492
42. Nikolarazi, M., Kumar, P., Favazza, P., Sideridis, G., Koulousiou, D. & Riall, A. (2005). A cross-cultural examination of typically developing children's attitudes towards individuals with special needs. *International Journal of Disability, Development and Education*, 52, 101-119.
43. Nikolarazi, M. & Mavropoulou, S. (2005). Considering the role of curriculum integration towards inclusive education. *Proceedings of Inclusive and supportive Education Congress*. Glasgow: The University of Strathclyde. (http://www.isec2005.org.uk/isec/abstracts/papers_n/nikolarazi_m.shtml)
44. Nikolarazi, M. & Makri, M. (2004/2005). Deaf and hearing individuals' beliefs about the capabilities of deaf people. *American Annals of the Deaf*, 149, 404-14.
45. Nikolarazi, M. & Drevelega, E. (2003). The reading development of deaf children: exploring teachers' views. In V. Lampropoulou (Ed.), *Proceedings of International Conference "Inclusion of the deaf in the Education and Society"* (pp. 135-143). Patras, The University of Patras.
46. Nikolarazi, M. (2000). The need for specialist training in the education of deaf children in Greece: listening to teachers' perceptions. *Mediterranean Journal of Educational Studies*, 5, 19-38.

47. Nikolarazi, M & de Reybekeil N. (2000). A comparative study of children's attitudes towards deaf children, children on a wheelchair and blind children in Greece and in the U.K. *European Journal of Special Needs Education*, 16, 167-182.
48. Nikolarazi, M. & Kefalas, P. (2000). Design and development of a WebCounseling centre for parents of deaf children. In R. Vollmar & R. Wagner (Ed.), *Proceedings of the 7th International Conference on Computers Helping People with Special Needs* (pp.335-342). Karlsruhe: Österreichische Computer Gesellschaft.
49. Nikolarazi, M. & Fox, P. (1998). Including information and communication technologies in the training of teachers of the deaf (pp. 107-116). In A. Edwards, A. Arató & W. Zagler (Ed.), *Proceedings of the XV. IFIP World Computer Congress.*, Vienna and Budapest: Österreichische Computer Gesellschaft.

Papers in peer-reviewed Greek journals or proceedings of Greek conferences (in Greek)

1. Nikolarazi, M., & Karagianni, K. (2013). The role of peer-tutoring in the access of students with disabilities in further education. *Proceedings of the 3rd Panhellenic Congress in special education*. Athens.
2. Sourlatzi, P. & Nikolarazi, M. (2013). The views of instructors regarding the academic access of deaf and hard of hearing students. *Proceedings of the 3rd Panhellenic Congress in special education*. Athens.
3. Nikolarazi, M. Xristianou, G. Stroggilos, V. & Argyropoulos, V. (2013). The vocational rehabilitation of students with disabilities. *Proceedings of the 3rd Panhellenic Congress in special education*. Athens.
4. Nikolarazi, M. & Stroggilos, V. (2012). Collaboration of general and special education teachers: The experiences of beginning special education teachers. *Proceedings of the 7th Panhellenic Congress «Greek Educational Research»* (pp.877-885). Rethymno: Diadrasi.
5. Nikolarazi, M. & Theofanous, M. (2010). The role of concept maps in reading comprehension of deaf and hard of hearing students. *Proceedings of the 2nd Greek Congress in Special Education* (pp.1220-1226). Athens.
6. Nikolarazi, M. (2007). Adjusting and modifying the educational environment according to the needs of deaf children. *Proceedings of the 1st Greek Congress in Special Education* (pp.278-287). Athens.
7. Nikolarazi, M., Hadjikakou, K. & Soukou, A. (2007). The communicative experiences of deaf adults with their hearing parents. *Proceedings of the Greek Congress "Deaf persons and Greek reality"*. Patras
8. Hadjikakou, K. & Nikolarazi, M. (2006). Inclusive education and the development of identity of deaf children. *Proceedings of the 9th Cypriot Congress of the Pedagogical Institute in Cyprus* (pp.811-822). Larnaka.
9. Nikolarazi, M. Papanikolaou, F. & Barbargiri, K. (2006). The access of deaf children to the curriculum. *Proceedings of the 9th Cypriot Congress of the Pedagogical Association in Cyprus* (pp. 823-834) Larnaka.
10. Mavropoulou, S. & Nikolarazi, M. (2006). Integrated curriculum and special education: potentials and limitations. *Scientific Collection of the University of Thessaly «Alexandros Delmouzos»*, 2, 37-47.

11. Nikolarazi, M. (2006) The role of assessment in the access of deaf children to the curriculum. In K. Kokana, K. Botsoglou, K. Haniotakis & E. Kavalari (Ed.), *The assessment in education* (pp. 375-382). Thessaloniki: Kiriakidis.
12. Nikolarazi, M. (2003). The existence of a child with special educational needs in the family and the role of early intervention programme. In A. Kazantzis (Ed.), *Proceedings of the 3rd Pedagogical Congress "The family in the contemporary society"* (pp. 143-151). Komotini: Pedagogical Institute of Komotini.
13. Nikolarazi, M (2002). Strategies enhancing social interaction between deaf hearing anstudents in a general educational setting. In E. Kourti (Ed.), *Research in Preschool Education*). Athens: Typothito.
14. Nikolarazi, M. & Padelia, S. (2001). Teaching writing to children with mild learning difficulties. *Language*, 53, 59-70.
15. Nikolarazi, M. & Gavriilidou, Z. (2000). Deaf Bilingualism: The role of the first language in the development of the second. *Language*, 51, 45-57.
16. Nikolarazi, M. (2000). Modes of Communication: their role in the education of deaf children. In K. Nikolaidou & R. Pita, *Proceedings of the Conference in the education of deaf and hard of hearing children* (pp. 67-75). Thessaloniki: Department of English Language and Department of Psychology
17. Nikolarazi, M. & Kefalas, P. (2000). The role of web counseling for the parents of children with special educational needs. *Proceedings of the second Panhellenic Conference «New technologies for the society and the civilization»* (pp. 264-272). Αθήνα.
18. Paleliadu, S., & Nikolarazi, M. (2000). In-service training needs in special education: A qualitative approach. In A. Kipriotakis (Ed.), *Proceedings of the Greek Conference in Special Education* (pp. 184-205). Rethimno: University of Crete.
19. Nikolarazi, M. (2000). The social dimensions of inclusion for deaf, hard of hearing and hearing children. *Education*, 55/56, 119-128
20. Nikolarazi, M. (1996). The role of the interdisciplinary professional team in the development of deaf and hard of hearing children *Proceedings of the Conference of the Association of Parents and Guardians of deaf children in Thessaloniki* (pp. 45-48). Thessaloniki.

Co-Editor in a book

1. Nikolarazi, M. & Kolosousa, F. (Ed.) (2008). *Enhancing the reading comprehension of deaf students*. Department of Special Education-Ministry of Education, Greece.

Co-Editor in the translation of a book

1. Nunes, T. (2004). *Teaching mathematics to deaf children*. London: Whurr

Chapters in international and Greek books

1. Argyropoulos, V., Nikolarazi, M., & Papazafiri, M. (in press). Alternative Routes Toward Literacy for Individuals with Deafblindness: The Role of Assistive Technology. In S. Easterbrooks & H. Dostal (Eds.), *The Oxford Handbook of Deaf Studies in Literacy*. London: Oxford University Press.
2. Stinson, M. & Nikolarazi, M. (in press). Assisting people who are deaf or hard of hearing through technology. In A. Tatnall (Ed.) *Encyclopedia of Education and Information Technologies*. Heidelberg: Springer Nature.

3. Nikolarazi, M., Kanari, C., & Marschark, M. (in press). Tickets for the inclusive museum: Accessible opportunities for non-formal learning by deaf and hard-of-hearing individuals. In M. Marschark & H. Knoors (Eds.), *The Oxford Handbook of Deaf Studies in Learning and Cognition*. New York, NY: Oxford University Press.
4. Nikolarazi, M., Kofidou, C. & Hyde, M. (2019). The role of self-advocacy in academic access for students who are deaf or hard of hearing in higher education. In S.Halder & V.Argyropoulos (Eds.), *Inclusion, Equity and access for individuals with disabilities* (pp.383-408). Palgrave Macmillan, Singapore
5. Hyde, M., Nikolarazi, M., Powell, S. & Stinson, M. (2016). Critical factors towards the inclusion of deaf and hard of hearing students in higher education. In M. Marschark, V.Lampropoulou & E.Skordilis (Eds.), *Diversity in deaf education* (pp.441-471). New York, NY: Oxford University Press.
6. Nikolarazi, M. (2013). The role of universal learning design and differentiated instruction for students with disabilities. In S. Padelidiu & A. Filippatou (Ed.) *Theoretical approaches and teaching practices* (pp.99-120). Athens: Topos (in Greek)
7. Nikolarazi, M. (2011). The education of deaf and hard of hearing students: The need for evidence-based teaching practices. In S. Padelidiu and V. Argyropoulos (Eds.). *Special Education: Linking research and educational practice* (pp.135-184). Athens: Topos. (in Greek)
8. Nikolarazi, M. (2006). Including the special school within the vision of an inclusive school. In L. Beze and M. Loumakou (Eds.), *The rights of children* (pp. 55-67). Athens: Ellinika Grammata. (in Greek)
9. Fox, P. & Nikolarazi, M. (1998). Teachers of the deaf and ICT: From teacher training to educational practice. In M. Monteith, and J. Underwood (Eds.), *Supporting the wider teaching community: case studies in IT INSET*. Becta and ITTE, Conentry, UK.

Development of software

1. Nikolarazi, M. (Coordinator) (2008). *See and see* (DVD). Department of Special Education-Ministry of Education.
2. Nikolarazi, M. & Koutsogiorgou, S.M. (Ed.) (2008). *Guidelines for the installation and the use of the software "See and see"*-Department of Special Education-Greek Ministry of Education.

This software has been developed as part of the requirements of the project «Pilot educational programs for the development of literacy skills of deaf and hard of hearing students through the use of technology» which was funded by The Ministry of Education and the European Union

Invited Keynote speaker in an international conference

1. Nikolarazi, M. (2013, October). The role of the disability centres in the access of students with disabilities: the case of the University of Thessaly. The 7th *International Scientific Conference in Special Education and Rehabilitation*. Belgrade, Serbia

Citations

- Web of Science 57
- Scopus 167 citations

- Google Scholar 540 citations