

Citizenship: Dual British / Greek
D.o.b.: 25/02/72

Web: www.mariakasmirli.com
Email: m.kasmirli@gmail.com

Louka Petraki 29,
71306, Heraklion, Crete,
Greece

(+30) 6909-000498

ACADEMIC AREAS

Specialisms: Philosophy of language, philosophy of mind, philosophy of education, philosophy for children

Competences: Philosophical counselling, ethics, ancient Greek philosophy, continental philosophy, epistemology

EMPLOYMENT & AFFILIATIONS

- 2024–2025 YALE UNIVERSITY, USA.
Life Worth Living Faculty Fellow, Yale Center for Faith & Culture (one year).
- 2023– UNIVERSITY OF CRETE, GREECE.
Postdoctoral researcher, Department of Philosophy.
- 2021– SCHOOL OF EUROPEAN EDUCATION, Heraklion, Crete, Greece.
Secondary School Teacher (2021–2022, 2023–present) (full-time, yearly contract), teaching English L1, philosophy and ethics. Year 7 Form Teacher. Also: European Baccalaureate Coordinator and Principal Coordinator.
Primary School Teacher (2022–2023) (full-time, yearly contracts), English section.
- 2020–2021 METROPOLITAN COLLEGE, Crete campus, Greece
Deputy Director and Head of Academic Affairs (full-time, permanent).
- 2017–2020 SCHOOL OF EUROPEAN EDUCATION, Heraklion, Crete, Greece.
Secondary School Teacher (full-time, yearly contracts), teaching English L1, philosophy, and ethics. Year 7 Form Teacher. European Baccalaureate Coordinator, and coordinator for English L1, philosophy, and ethics.
- 2017– UNIVERSITY OF SHEFFIELD, UK.
Honorary Research Fellow, Department of Philosophy.
- 2011–2015 SCHOOL OF EUROPEAN EDUCATION, Heraklion, Crete, Greece.
Class Teacher (full-time, yearly contracts), primary school, English section. Also: Comenius Programme Coordinator (2011–12), Ethics Coordinator (2011–15), Integration Officer (2011–15), Mathematics Coordinator (2013–15), Inclusion and SEN officer (2014–15).
- 2001–2011 THE OPEN UNIVERSITY, UK.
Course Manager (full-time, permanent), Faculty of Arts (2001–07; on leave 2008–11).
Course Author (fixed contract) (2005).
Associate Lecturer (part-time, fixed-term) (2002–3).
- 2001 WOLVERHAMPTON UNIVERSITY, UK.
Visiting Lecturer (part-time, fixed-term), Division of English, Film and Philosophy.

- 2001 WOODLANE COMMUNITY CENTRE, STOKE-ON-TRENT, STAFFORDSHIRE, UK.
Adult education lecturer (part-time, fixed-term).
- 1998–2001 NEWCASTLE-UNDER-LYME COLLEGE, UK.
Lecturer and **Acting Head** (part-time, permanent), Philosophy Department.
- 1998–2001 KEELE UNIVERSITY, UK.
Teaching Assistant (part-time, fixed-term), School of English and Philosophy (2000–01). **Lecturer** (part-term, fixed-term), Department of Professional and Continuing Education (1998–2001).
- 1997–2000 UNIVERSITY OF SHEFFIELD, UK.
Tutor (part-time, fixed term), Department of Philosophy.

EDUCATION AND QUALIFICATIONS

- 2022 AEGEAN UNIVERSITY, GREECE
Certificate in School Psychology (a nine-month part-time seminar-based course)
- 2016 UNIVERSITY OF SHEFFIELD, UK (part-time, with three 12-month breaks for maternity leave)
Ph.D. in Philosophy Passed viva, no corrections, 19/12/16. (Formal award due 2017). Thesis title: *Conversational Implicature: Re-assessing the Gricean Framework*. (Primary supervisor: Professor Jenny Saul.)
- 2014 INSTITUTE FOR LEARNING (IfL), UK
Qualified Teacher Learning & Skills (QTLS) status
- 2014 INSTITUTE FOR LEARNING (IfL), UK
Certificate of Recognition (equivalent to level 5+ teacher training qualification DTLLS or PGCE)
- 2014 PRI-SCI-NET (Malta Council for Science and Technology)
Certificate of Excellence in Inquiry-Based Science Education (July 2014)
- 2003 MILTON KEYNES COLLEGE, UK (part-time)
Introduction to Counselling (Level 2, 2 credits).
- 1996–99 UNIVERSITY OF SHEFFIELD, UK (full-time/part-time)
M.A. in Philosophy ('Mind Meaning and Intentionality' programme). Distinction for 10,000-word Ph.D. proposal titled *Relativizing Implicature Recovery*. Courses in philosophy of language, philosophy of mind, and philosophy of action
- 1992–96 KEELE UNIVERSITY, UK (full-time)
B.A. (Hons) in Philosophy, Sociology and Social Anthropology, 2i
Courses in ethics, existentialism, metaphysics, philosophy of language, philosophy of mind, philosophy of perception, Marxism, postmodernism, social anthropology
10,000-word thesis in sociology, titled 'The ethics of genetic engineering'.
Subsidiary in Education (1992–94), with placement at James Brindley School, Staffordshire, UK, and **Subsidiary in Energy Studies** (1992–93)
- 1991–92 NEW YORK COLLEGE, ATHENS, GREECE (Branch of State University of New York, SUNY).
Business Administration. GPA: 314 B+ (Courses: Introduction to Microeconomics, College Algebra, Social & Economic Development, Economic Geography, Logic,

Classics of Political Thought.)

PUBLICATIONS

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- [12] Consent as a focus of inquiry in citizenship education. Forthcoming in J. I. Forstenzer, F. Demissie, and J. Boontinand (eds), *The Pedagogy of the Community of Philosophical Enquiry as Citizenship Education: Global Perspectives on Talking Democracy into Action*. Routledge, 2024
- [11] I think well, therefore I live well: Review of I've Been Thinking by Daniel C. Dennett. <https://doi.org/10.31234/osf.io/z96n7> (Author's translation of following item)
- [10] Σκέφτομαι καλά, άρα ζω καλά. TA NEA, 16-17 December 2023, pp. 12-13.
- [9] [The paradox of philosophy for children and how to resolve it](#). *Childhood and Philosophy*, 16 (36): 1-24 (2020), doi 10.12957/childphilo.2020.46431.
- [8] [Tools for thinking: Isaiah Berlin's two concepts of freedom](#). *Aeon*, February 2019.
- [7] [What we say vs what we mean: what is conversational implicature?](#) *Aeon*, April 2018.
- [6] *Conversational Implicature: Re-assessing the Gricean Framework*. PhD thesis, University of Sheffield, 2016. Available online at https://etheses.whiterose.ac.uk/16076/1/Kasmirli_Conversational%20implicature.pdf
- [5] A Greek perspective on austerity psychology (with Keith Frankish). *The Psychologist*, September 2013.
- [4] Scalar implicature: Inference, convention, and dual processes (with Keith Frankish). In K. Manktelow, D. Over & S. Elqayam (eds), *The Science of Reason*, 259–281. Psychology Press, 2011.
- [3] Mind and consciousness (with Keith Frankish). In J. Shand (ed.), *The Central Issues of Philosophy*, 107–120. Blackwell, 2009.
- [2] Introducing philosophy. A short introduction to philosophy, originally written for students planning to enrol on the Open University course *Philosophy and the Human Situation* (A211). The unit is available on the OU's OpenLearn website at <https://www.open.edu/openlearn/history-the-arts/philosophy/introducing-philosophy/content-section-0?intro=1>
- [1] I need to find myself a Suleiman. *Proceedings of the Fourth European Congress of Analytic Philosophy*, Lund University, 2002.

TALKS DELIVERED

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- Interviewed about philosophy for children by Panos Sapountzis for *Science me* podcast — Χωράει η φιλοσοφία στα παιδικά παπούτσια, 20 April 2024. <https://youtu.be/WK5luVGg6CQ>
 - 'Just asking questions': Philosophy for children, not sophistry for children. Philosophy and Children event hosted by Plato's Academy Centre (<https://platosacademy.org/>). Available at <https://bit.ly/3VsD7Zx> (talk runs from 2:43:37 to 3:00:00).
 - Invited instructor at summer school promoting the study of ancient Greek and Chinese culture through philosophy for children, co-organized by the University of Crete and the Historical Museum of Crete Heraklion. (Part of the *Promotion of the Study of Ancient Greek and Chinese Culture* project, co-financed by Greece and EU's European Social Fund.) Historical Museum Crete, 4-8 July 2023.
 - Our treatment of human and other animals. Guest speaker, Department of Philosophy and Social Studies, University of Crete, 3 April 2023.

- Museum sessions, doing P4C with children of all ages under the aegis of the Laboratory of Philosophical Research and Translation, department of philosophy, University of Crete. Invited instructor, Plato's Academy Athens 23-24 July 2022.
- P4C online: προκλήσεις και οι ευκαιρίες. (P4C online: challenges and opportunities.) Guest speaker, Department of Philosophy and Social Studies, University of Crete, 21 April 2021.
- The role of imagination in teaching philosophy of consciousness. (Invited contribution to workshop on Education in Consciousness Studies.) The Science of Consciousness Online (TSC2020), University of Arizona, 14-19 September 2020.
- Είμαστε φτιαγμένοι για να ζούμε ανεξερευνήτες ζωές; (Are we made to live unexamined lives?) [Night of Ideas](#), French Institute, Heraklion, 30 January 2020.
- Το παράδοχο της φιλοσοφίας για παιδιά και πως να το λύσουμε. (The paradox of philosophy for children and how to solve it.) [Conference: Discussing Education: Problems, Challenges, Opportunities](#), School of Philosophy, University of Crete, 29 November – 1 December 2019.
- The role of imagination in teaching critical thinking and P4C. [3rd ΣΦΙΚΕΣ meeting](#), School of Philosophical and Sociological Studies, University of Crete, held in Anogia, Crete 5–7 April 2019.
- The paradox of philosophy for children and how to resolve it. [International conference Philosophy and Childhood: Theory and Practice](#), organized by the Department of Education Studies 'Giovanni Maria Bertin' and the Department of Philosophy and Communication Studies, University of Bologna, Italy, 3–5 December 2018.
- Τα χρώματα της αγάπης (The colours of love). Έρωτος/Αντέρως conference, sponsored by the Municipality of Heraklion, April 2016.
- Presentation on Inquiry-Based Science Education (IBSE) (University of Salzburg, Austria, February 2014).
- Talk on science teaching strategies in primary school (in Greek). Conference run by the Greek Regional Environmental Education Program for Schools and the World Wildlife Fund, Sitia, Crete, Greece, December 2013.
- What is philosophy? Robinson College, Cambridge, July 2002.
- I need to find myself a Suleiman. Fourth European Congress of Analytic Philosophy, Lund University, Sweden, June 2002.
- I need to find myself a Suleiman. Fifth National Postgraduate Analytic Philosophy Conference, Reading University, UK, July 2001.
- The animals issue. Keele University, UK, May 2001.

COLLABORATIVE RESEARCH PROJECTS

- Ενεργοί Πολίτες του Αύριο: Διαμόρφωση Δημοκρατικής Συνείδησης μέσω της Φιλοσοφίας για Παιδιά (P4C). An inter-school programme, approved by the local education authority. Proposed the course, developed the materials, and led a team of teachers. (2022-23)
- Εκπαιδευοντας πολίτες: Η 'Φιλοσοφία για Παιδιά' στο σχολείο και πέρα από αυτό. (Educating citizens: 'Philosophy for Children' at school and beyond.) Member of project development team, Department of Philosophy and Social Studies, University of Crete. (2021-2022)
- Member of development team for Erasmus+ project on the community of inquiry in higher education involving the University of Bologna, the University of Sheffield, the University of Salzburg, the Bucharest Academy of Economic Studies, the University of Regensburg, the University of Crete, and the Vrije Universiteit Brussel. (2019)

- Member of Dr Joshua Forstenzer's research project on the pedagogic value of philosophical discussions with children and young people, based at the University of Sheffield, UK. (2018–)

TEACHING EXPERIENCE

EUROPEAN SCHOOL OF EDUCATION, HERAKLION, CRETE, GREECE (2017–2020, 2021–2022, & 2023–present)

- Secondary school teacher, teaching English L1, Philosophy (English section), and Ethics (Greek and English sections).
- Form tutor (Year 7)
- Careers guidance advisor.

EUROPEAN SCHOOL OF EDUCATION, HERAKLION, CRETE, GREECE (2010–2015 & 2022–2023)

- Primary school class teacher, teaching wide-ranging European syllabus set by the EU. Subjects taught included English, Maths, Sciences, Ethics, and European Studies.
- Conducted day seminars for high-school students. (2010–11)

OPEN UNIVERSITY, UK (Faculty of Arts) (2002–2008)

- Wrote an introduction to philosophy for the Philosophy Department's major second-level philosophy course *A211: Philosophy and the Human Situation*. Annual course population circa 600 students. (2006)
- Taught A211: Philosophy and the Human Situation (see above). Class size 15, teaching online. (The UK's Open University is the leading distance-learning university in the world, with a huge population of students throughout the UK and Europe. Teaching is done by means of part-time Associate Lecturers, using specially written textbooks and audio-visual materials.) (2002–03)

WOLVERHAMPTON UNIVERSITY, UK (Division of English, Film and Philosophy) (2001)

- Taught undergraduate courses in ethics, logic, and philosophy of mind.

WOODLANE COMMUNITY CENTRE, STOKE-ON-TRENT, UK (2001)

- Produced and taught two adult education courses, on Greek language and culture.

NEWCASTLE-UNDER-LYME COLLEGE, UK (1998–2001)

- Responsible for Sixth-Form studies in Philosophy, teaching classes of young adults. Subjects covered included epistemology, moral philosophy, philosophy of mind, ancient Greek philosophy, and continental philosophy.
- Prepared taught, and internally assessed NEAB AS Philosophy curriculum (1998–99).
- Prepared, taught, and internally assessed NEAB A2 (A Level) Philosophy curriculum (1999–2000).
- Prepared, taught, and internally assessed AQA AS Philosophy and prepared materials for AQA A2 Philosophy (2000–01).

KEELE UNIVERSITY, UK (1998–2001)

- School of English and Philosophy: Tutored the first-year course 'Virtue Ethics' and the second-year course 'Philosophy of Mind' and was involved in examining across the syllabus (2000–01).

- Department of Professional and Continuing Education: Developed, organised, and taught the University-accredited philosophy courses 'Continental and Analytic Thinkers' and 'Philosophy of Mind' and co-taught a cognitive science course 'Mind, Brain, and Consciousness' with a lecturer from the Biology Department (1998–2001).

UNIVERSITY OF SHEFFIELD, UK (1997–2000)

- Tutored undergraduate courses on philosophy of mind, ethics, and existentialism.
- Held weekly tutorial sessions, assessed coursework, marked exams, and provided pastoral support.

ADMINISTRATION

METROPOLITAN COLLEGE, HERAKLION CAMPUS, CRETE, GREECE (2020–21)

- Deputy Director (Academic) (Responsible for (inter alia): providing academic and professional leadership; supervising programme leaders, tutors, and other key academic staff; assisting in strategic development; helping meet quality assurance standards; enhancing the quality of student experience; encouraging innovation in teaching and learning; maintaining strategic oversight of the college's activities; supervising recruitment, induction, development, retention, advancement, monitoring and evaluation of the college's faculty; expanding affiliations with institutions, business, and non-profits.)

CAMBRIDGE UNIVERSITY PRESS (2020–2022)

- Associate Editor, Cambridge Elements in Philosophy of Mind (Responsible for overseeing the reviewing process and advising the series editor.)

EUROPEAN SCHOOL OF EDUCATION, HERAKLION, CRETE, GREECE (2017–2020 & 2021–2022, 2023–present)

- European Baccalaureate Coordinator (Responsible for: liaising between the school and the European Schools organization; briefing teachers, inspectors, students, and parents; organizing and running Exam and Award meetings and administering harmonization and standardisation procedures; negotiating and monitoring schedules for preparing exam papers, marking, and reporting of results; organizing quality assurance meetings; mentoring, monitoring, advising, and supporting staff members; negotiating with other stakeholders on behalf of the school; and ensuring that information is entered into the appropriate online systems.)
- Educational Advisor (providing staff, parents, and students with information and advice on academic matters).
- English L1 Coordinator.
- Philosophy Coordinator.
- Ethics Coordinator.
- Staff mentor.
- Principal Coordinator.

EUROPEAN SCHOOL OF EDUCATION, HERAKLION, CRETE, GREECE (2010–2015 & 2022–2023)

- COMENIUS Programme Coordinator (2011–12), Ethics Coordinator (2011–15), Integration Officer (2011–15), Mathematics Coordinator (2013–15), Inclusion and SEN officer (2014–15).

OPEN UNIVERSITY, UK (2001–2008)

- Manager of the Arts Faculty's largest population course, *A103/AZX103 An Introduction to the Humanities* (annual student population circa 10,000; teaching staff circa 500). Responsible for overseeing the production of course materials, managing teaching staff, dealing with students, and administering exam boards. Piloted the course through major changes, including the phasing out of summer schools and the introduction of dual presentations. (2003–07)
- Sole manager of the Arts Faculty's largest population philosophy course: *A211 Philosophy and the Human Situation* (annual course population circa 600 students). Duties as above. (2003–07)
- Offered a consultancy to write an Introductory Pack for A211 (2005). The pack was approved by the course team and sent out to students in 2006. In 2007 the pack was accepted for inclusion as a stand-alone unit on The Open University's 'Open Learn' website, with the course team's full support.
- Active member of the Courses Unit's Equal Opportunities team. (2003–05)
- Researched proposals for online teaching on *A103/AZX103 An Introduction to the Humanities*, piloted them through the relevant committees, and oversaw their implementation. (2004).
- Reviewed and reorganized monitoring and quality assurance arrangements on *A103/AZX103 An Introduction to the Humanities*, securing acceptance of the proposals by the relevant committees. The change resulted in significant cost savings to the Faculty (2004).
- Co-authored a Faculty paper proposing the introduction of e-tuition on A103, and secured its approval by Faculty Board, paving the way for the introduction of the online course AZX103. (2004)
- Oversaw a pilot project in e-tuition on the Faculty's major philosophy course, *A211: Philosophy and the Human Situation*. Following application and interview, took on additional work as a tutor (Associate Lecturer) on this course in order to ensure that the pilot would run successfully. Produced a detailed report on the pilot, which was well received by the course team, Faculty, and e-tuition committee. Received strongly positive feedback on my work as a tutor from my students, peer monitors, and mentor (Dr Steve Padley). (2002–03)
- Conducted a review of the Arts Faculty's provision at fourth level (research-based third-level courses), including staffing and recruitment procedures. Drew up proposals for new centralized arrangements for tutor recruitment and tutor-student allocation on these courses, and successfully steered these proposals through the relevant course team meetings and Faculty committees. (2001)
- Co-organized conference on teaching philosophy in schools and colleges. (2000)

KEELE UNIVERSITY, UK (School of English and Philosophy) (2000–2001)

- Prepared materials and reviewed teaching procedures in preparation for the School's assessment by the UK's Quality Assurance Agency (QAA) in 2001. This involved preparing for assessment under several heads, including curriculum design, teaching assessment, student progression, student support, learning resources, and quality management.

NEWCASTLE-UNDER-LYME COLLEGE, UK (1998–2001)

- Successfully petitioned college to expand philosophy curriculum to include A2 Philosophy (1999), and A level Critical Thinking (proposed start 2002).
- Proposed and managed transition of A level Philosophy from NEAB to AQA exam boards (2000).

- Successfully campaigned for maintenance of A2 Philosophy in face of proposed cuts (2001).
- Served as acting Head of the Philosophy Department (1999–2001). Responsible for the departmental budget, recruitment of teaching staff, and for relations with the Faculty, other departments, and the general public.
- Responsible for liaison with external Examination Boards (NEAB, AQA), including attendance at board briefings and debriefings, briefing college staff, etc (1999–2001).

AWARDS AND SCHOLARSHIPS

- Full funding from Pri-Sci-Net to attend week-long training course for primary school science teachers, held in Salzburg, Austria (one of 15 bursaries awarded after competition between science teachers across Europe) (February 2014).
- Annual bursary from the University of Sheffield, covering PhD teaching cost for duration of the course (2000–13).
- EU scholarship for study in the UK (1992–6).

MEMBERSHIPS OF SOCIETIES AND LEARNED SOCIETIES

- Member, Society for Education and Training (<https://set.et-foundation.co.uk/>) (2014–).
- Member, National College for Teaching & Leadership, Department for Education, UK (www.education.gov.uk/nationalcollege) (2014).
- Member, Institute for Learning (IfL) (<https://belong.ifl.ac.uk/>) (2013–2014).

OTHER INFORMATION

(a) Languages

- English: Native or bilingual proficiency (= ILR level 5).
- Greek: Native or bilingual proficiency (= ILR level 5).

(b) IT skills

- Advanced keyboard skills, including touch-typing.
- Experienced user of many software packages, including MS Word (various versions), MS Outlook, MS Excel, MS Access, MS PowerPoint, and various email clients.
- Frequent user of a variety of specialist database systems and conferencing software.

(c) Health & safety

- Red Cross International, First Aid certificate (2015).

REFEREES

[Available on request]