

EVANGELIA KARAGIANNOPOULOU: CURRICULUM VITAE

1. Personal Details		
Name:	Evangelia Karagiannopoulou (<i>PhD, CPsychol., AFBPsS</i>)	
Department:	Department of Psychology, University of Ioannina (Uoi)	
Present Appointments:	<ul style="list-style-type: none"> - Professor of Educational Psychology - Dean of the School of Social Sciences, Uoi - Director of Institute of Humanities and Social Sciences, University Research Centre of Ioannina, Uoi 	
Date of Appointment:	2018	
Date of birth:	28.05.1967	
Email:	ekaragia@uoi.gr	
Tel.:	(0030) 2651005747 (-7408)	
2. Education/Qualifications		
Dates	Detail of Degree	Institution
1994-1998	PhD, Psychology of Education	Institute of Education, UCL
1993-1994	State Fellowship	Uoi
1992-1993	MA in Psychology of Education, First Class	Institute of Education, UCL
1991-1992	State Fellowship	Uoi
1986-1990	BA in Psychology, First Class, Honours	Uoi
Psychodynamic training		
2012-2013	Training in Child and Adolescent Psychoanalytic Psychotherapy	Hellenic Society for Psychoanalytic Psychotherapy of Children and Adolescents
2008-2009	Psychoanalytic Infant Observation	Hellenic Society for Psychoanalytic Psychotherapy of Children and Adolescents
1996-1997 1995-1996	Infant observation Work discussion Group Infant Observation	FAETT (Forum for the Advancement of Educational Therapy and Therapeutic Clinic) in collaboration with the Tavistock Clinic, London
3. Professional History (in chronological order)		
Dates	Detail of Position held	Institution
2018-present	Professor of Educational Psychology	Uoi
2018-present	Dean of the School of Social Sciences	Uoi
2018-present	Director of the Institute of Humanities and Social Sciences, University Research Centre of Ioannina	Uoi
2021-present	Director of Interdisciplinary Summer Schools- Psychology Departments	Uoi and Aberystwyth, UK
2020-present	Programme Director, Psychoeducation for teachers: Children and Adolescents mental health and school life.	Uoi and University Hospital CAMHS
2020-present	Programme Director, Research Seminars in Humanities and Social Sciences	Uoi and University Research Centre of Ioannina
2019	Entitled Senate Member for the development of Bsc Study Programme in Psychology (Department of Psychology)	Uoi
2017-2020	Director of the National Project - Role Model intervention for School drop out	European Commission & State Scholarship Foundation, Greek Ministry of Education
2016-2020	Board of Directors, State Scholarship Foundation	Greek Ministry of Education
2014-2018	Director of the Section of Psychology, Department of Philosophy, Education and Psychology	Uoi
2013-2017	Head of the Laboratory of Educational, Cognitive and Developmental Psychology	Uoi
2009-2013	Head of the Division of Cognitive Psychology	Hellenic Psychological Society

2011-2018	Associate Professor of Educational Psychology	Uol
2007-2011	Assistant Professor of Educational Psychology	Uol
2000-2007	Lecturer of Psychology	Uol
1998-1999	Senior Investigator	Aristotle University of Thessaloniki
1998-1999	Teaching Assistant (year contract)	Uol
1996-1997	Teaching Assistant	Institute of Education, University of London
4. Other		
Dates	Visiting Teaching Professor	Institution
February 2017	Faculty of Social Sciences	University of Antwerp
September 2015	Centre for Research and Development in Higher Education	Helsinki University
September 2012	School of Educational Sciences	Cyprus Open University
Academic Supervision	(a) Completed supervisions as Principal supervisor: 4 (four) (b) Current supervisions: - Two as principal supervisor. Joint supervision with Prof. Dagmara Dimitriou - Three as member of the supervision board	Uol - Uol and Institute of Education- UCL - Uol and University of Athens
5. Distinctions/titles		
Scholarships		
1995-1996	Research scholarship-data collection	Institute of Education, UCL
1990-1995	State Research Scholarship	Uol
1986-1990	First Class-Distinction, Student Scholarship	Greek Ministry of Education
AFBPsS	Associate Fellow of the British Psychological Society	BPS, UK
Conference Paper	Sakka, E., Barbari, ΔΑ., & Karagiannopoulou, E. Students' beliefs on partner violence. Awarded poster in the 17 th Panhellenic Conference of the Hellenic Psychological Association, Alexandroupoli, 15 – 19 May, 2019. (This is an study carried out by two of my undergraduate students)	Hellenic Psychological Association
Journal Paper	Kamtsios, S., & Karagiannopoulou, E. (2013). The development of a questionnaire on academic hardiness for late elementary school children. <i>International Journal of Educational Research</i> , 58: 69-78. The article was selected as one of the <i>best in the international literature in its thematic area</i> -Early childhood and Primary Education for 2013. It was included in the "Comparative Education Review 58(S3)", Comparative and International Bibliography (2013) (see August 2014) PP S1-S165. The University of Chicago press.	

Part B. Summary

Publications.

- I. **Number of original peer-reviewed papers: 64 (including 4 papers under review).**
 - (a) **Number of original peer-reviewed papers published in International Journals: 46**
 - (b) **Number of original peer-reviewed papers published in Greek journals: 15**
 - (c) **Other publications 3**

- II. **Number of book chapter-**
 - (a) **International publications: 2**
 - (b) **Greek publications: 3**

- III. **Book Review: 1**

- IV. **Number of authored books: 1**

- V. **Number of edited works:**
 - (a) **Editor of Journal Special Issue: two volumes**
 - (b) **Conference Proceedings: 1**

Total citations: Google Scholar 685, h-index: 15. i10-index: 22 (21/6/2022)

I. Peer - reviewed papers

(a) Peer-reviewed papers in International journals.

1. **Karagiannopoulou, E., Athanasopoulos, V., Ntritsos, G., & Rentsios, Ch.** (under review) Associating attachment styles with anxiety and depression. The mediating role of emotion regulation.
2. **Karagiannopoulou, E., Athanasopoulos, V., Ntritsos, G., & Rentsios, Ch.** (under review) The contribution of the styles of attachment, Emotion Regulation, Anxiety and Depression to students individual profiles
3. **Rentzios, C., & Karagiannopoulou, E.** (under review). Do aspects of emotion regulation, as distal antecedents, contribute to learning? Associations between attachment, emotion regulation, academic emotions and learning.
4. **Rentzios, C., & Karagiannopoulou, E.** (under review). Trying a 'cognitive-emotional/mental health' perspective to explore students' profiles. Should cognitive and emotional factors be explored in tandem?
5. Vlachopanou, P., **Karagiannopoulou, E.** (accepted). The relationship between defense styles and learning. The mediating role of procrastination and well-being among undergraduate students
6. **Karagiannopoulou, E., Desiatnik, A., Rentzios, Ch., & Ntritsos, G..** (accepted). Towards a 'model' for understanding the contribution of ER to students learning. The role of academic emotions and SOC.
7. Donche., V., Chauliac, M., **Karagiannopoulou, E.**, Milienos, F., Longobardi, C., Mastrokourou., S., & Gijbels, D. (accepted). The prevalence of careless responding in student learning surveys: relationship with individual differences. *Frontline Learning Research*
8. De la Fuente, J., Martinez-Vincent, J., Flavia, S., Sander, P., Fadda, S., **Karagiannopoulou, E.**, Boruchovitch, E., & Kauffman, D (accepted) Advances on Self-Regulation models: A new research agenda through the SR vs ER Theory in different Psychology Contexts (A tribute to Albert E. Bandura). *Frontiers in Psychology- Educational Psychology*,
<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=624b2acd-4475-4837-8867-b9f858218899&retab=4>

9. Mastrokourou, S., Kaliris, A., Donche, V., Chauliac, M., **Karagiannopoulou, E.**, Christodoulides, P., & Longobardi, C. (2022) Rediscovering teaching in university: A Scoping Review of Teacher Effectiveness in Higher Education. *Frontiers in Education*, <https://doi.org/10.3389/feduc.2022.861458>
10. Rentzios, Ch., & **Karagiannopoulou, E.** (2021). Rethinking associations between distal factors and learning: Attachment, approaches to learning and the mediating role of academic emotions. *Psychology*, 12 (6). DOI: [10.4236/psych.2021.126055](https://doi.org/10.4236/psych.2021.126055)
11. Vlachopanou, P., **Karagiannopoulou, E.** (2021). Defense styles, academic procrastination, psychological wellbeing and approaches to learning: a person-oriented approach. *Journal of Nervous and Mental Disease* https://journals.lww.com/jonmd/Abstract/9000/Defense_Styles,_Academic_Procrastination,.99060.aspx
12. Milienos, F. S., **Rentzios, C.**, Catrysse, L., Gijbels, D., Mastrokourou, S., Longobardi, C. Karagiannopoulou, E. (2021). The contribution of learning and mental health variables in first-year students profiles. *Frontiers in Psychology- Educational Psychology*, 12, 1-12. DOI=10.3389/fpsyg.2021.627118
13. Kamtsios, S., & **Karagiannopoulou, E.** (2020). Affective profiles, academic emotions and academic achievement. *Hellenic Journal of Psychology*, 17, 176-204.
14. **Karagiannopoulou, E.**, Milienos, F., & Rentzios, Ch. (2020). Grouping cognitive and emotional factors to predict students' academic progress. *International Journal of School & Educational Psychology*. DOI: 10.1080/21683603.2020.1832941
15. Foutsitzi, E., Papantoniou, G., & **Karagiannopoulou, E.**, Zaragas, H., & Moraitou, D. (2020). The factor structure of the Tacit Knowledge Inventory for High School Teachers (TKI-HS) in a Greek context. *Psychology (PSYCH)*, 11(9), <http://www.scirp.org/journal/PSYCH/>.
16. Rentzios, Ch., **Karagiannopoulou, E.**, & Kamtsios, S. (2019). The mediating role of implicit and explicit emotion regulation in the relation between academic emotions and approaches to learning. Do defense styles matter? *Journal of Nervous and Mental Disease* 207 (8), 683-692. doi: 10.1097/NMD.0000000000001027
17. **Karagiannopoulou, E.**, & Entwistle, N. (2019). Students' learning characteristics, perceptions of small-group university teaching, and understanding through a "meeting of minds". *Frontiers in Psychology – Educational Psychology*, 10: 444, doi.org/10.3389/fpsyg.2019.00444
18. **Karagiannopoulou, E.**, Milienos, F., Kamtsios, Sp., & Rentzios, Ch. (2019). Do defense styles and approaches to learning 'fit together' in students' profiles? Differences between years of study. *Educational Psychology*. doi.org/10.1080/01443410.2019.1600661
19. Entwistle, N., **Karagiannopoulou, E.**, & Ólafsdóttir, A. (2018- invited). Research into student learning and university teaching: Contrasting perspectives and levels of focus. *Revista de Ciências Empresariais e Jurídicas (RCEJ)*, 30: 51-72.
20. **Karagiannopoulou, E.**, Milienos, F., & Athanasopoulos, V. (2018). Associations Between Defense Styles, Approaches to Learning, and Achievement Among University Students. *Frontiers in Education, Educational Psychology*, 3:53, doi.org/10.3389/feduc.2018.00053
21. **Karagiannopoulou, E.**, & Milienos, F. (2018). Experiences of the teaching-learning environment and approaches to learning. Testing the structure of the "Experiences of Teaching and Learning" in relation to earlier analyses. *International Journal of Teaching and Learning in Higher Education* 30(3), 506 – 521.
22. Nousia, A., & **Karagiannopoulou, E.** (2017). Associations between late elementary school students' perceptions of teachers' burnout and perceptions of the classroom climate. *International Journal of Educational Studies* 4(1), 13-23.

23. Giovazolias, T., **Karagiannopoulou, E.** & Mitsopoulou, E. (2017). Can the factor structure of Defense Style Questionnaire (DSQ-40) contribute to our understanding of parental acceptance/rejection, bullying, victimization and perceived well-being in Greek early adolescents? *Europe's Journal of Psychology*, 13(2), 269-285.
24. Ninou, A., **Karagiannopoulou, E.**, Paika, V., Doudoulaki, E., Guthrie, E., Carvalho, A., & Hyphantis, Th. (2016). Patient experiences, emotions and reasons for frequently using emergency health care for long-term conditions: A qualitative study. *Journal of Psychology and Clinical Psychiatry*, 6(5): 00376. DOI: 10.15406/jpcpy.2016.06.00376
25. **Karagiannopoulou, E.**, & Kamtsios, S. (2016). Multidimensionality vs. unitary of Academic Hardiness: An underexplored issue...? *Learning and Individual Differences*, 51, 149-156.
26. Ninou., A., Guthrie, E., Paika, V., Ntountoulaki, E., Tomenson, B., Tatsioni, A., **Karagiannopoulou, E.**, Carvalho, A., Hyphantis, T. (2016). Illness perceptions of people with long-term conditions are associated with frequent use of the emergency department independent of mental illness and somatic symptom burden. *Journal of Psychosomatic Research*, 81, 38-45.
27. Kamtsios, S., & **Karagiannopoulou, E.** (2016). Validation of a newly developed instrument establishing links between motivation and academic hardiness. *Europe's Journal of Psychology*, 12(1), 29-48.
28. Kamtsios, S., & **Karagiannopoulou, E.** (2015). Exploring relationships between academic hardiness, academic stressors and achievement in university undergraduates. *Journal of Applied Educational and Policy Research*, 1(1), 53-73.
29. **Karagiannopoulou, E.**, & Milienos, F. (2015). Testing two path models to explore relations between experiences of the teaching-learning environment, approaches to learning and academic achievement. *Educational Psychology*, 35(1), 26-52.
30. **Karagiannopoulou, E.**, Naka, K., Kamtsios, S, Savvidou, E., & Michalis, L. (2014). Medical students' approaches to learning before and after the cardiology problem-based learning practice. *Journal of Contemporary Medical Education*, 2(3), 152-157.
31. Entwistle, N., **Karagiannopoulou, E.**, & Ólafsdóttir, A. (2014, invited). Contributions of different levels of analysis to research into experiences of university learning and teaching. *The Psychology of Education Review*, 38(2), 28-33.
32. Kamtsios, S., & **Karagiannopoulou, E.** (2014). Exploring the psychometric properties of the "German Questionnaire Measuring Stress and Coping in Children and Adolescents" in a Greek Sample. *Progress in Psychology*, 2(1), 18-25.
33. **Karagiannopoulou, E.**, & Entwistle, N. (2013). Influences on personal understanding: Approaches to learning, perceptions of assessment, and the "meeting of minds". *Psychology Teaching Review*, 13(2), 80-96.
34. Kamtsios, S., & **Karagiannopoulou, E.** (2013). Conceptualizing students' academic hardiness dimensions: A qualitative study. *European Journal of Psychology of Education*, 28(3), 807-823 (DOI 10.1007/s10212-012-0141-6).
35. **Karagiannopoulou, E.**, & Milienos, F. (2013). Exploring the relationship between experienced students' preference for open and closed-book examinations, approaches to learning and achievement. *Educational Research and Evaluation*, 19(4), 271-296.
36. Kamtsios, S., & **Karagiannopoulou, E.** (2013). The development of a questionnaire on academic hardiness for late elementary school children. *International Journal of Educational Research*, 58: 69-78. (the article was selected as one of the best in the international literature in its thematic area for 2013) Early childhood and Primary Education and was included in the Review "Comparative Education Review 58(S3)", Comparative and International Bibliography (2013) (see August 2014) PP S1-S165. The University of Chicago press).

37. **Karagiannopoulou, E.,** & Kamtsios, S. (2011). Stages of change, self-efficacy and stress management perceptions in first year undergraduate students. *International Journal of Psychology and Behavioral Sciences, 1*(1), 1-9.
38. **Karagiannopoulou, E.** (2011). Revisiting learning and teaching in higher education. A psychodynamic perspective. *Psychodynamic Practice, 17*(1), 5-21.
39. **Karagiannopoulou, E.** (2010). Experiences of learning and academic understanding in higher education. Research into teaching and learning: The situation in Greece. *Psychology: The Journal of the Hellenic Psychological Society, 17*(3), IX-XIV.
40. **Karagiannopoulou, E.** (2010). Effects of classroom learning experiences and examination type on students' learning. *Psychology: The Journal of the Hellenic Psychological Society, 17*(4), 325-342.
41. **Karagiannopoulou, E.** (2006). The experience of revising for essay type examinations: Differences between first and fourth year University students. *Higher Education, 51*, 329-350.
42. **Karagiannopoulou, E.,** & Christodoulides, P. (2005). The impact of Greek University students' perceptions of their learning environment on approaches to studying and academic outcomes. *International Journal of Educational Research, 43*(6), 329-350.
43. **Karagiannopoulou, E.,** & Hallam, S. (2005). Exploring the role of nationality, gender and educational level on the possible selves of Greek and UK young adults from divorced and intact families. *International Journal of Adolescence and Youth, 12*, 1-27.
44. **Karagiannopoulou, E.,** & Hallam, S. (2003). Young adults from divorced and intact families: possible selves relating to future family life. *International Journal of Adolescence and Youth, 11*(2), 91-111.
45. **Karagiannopoulou, E.,** & Hallam, S. (2003). Cross-cultural differences in the reported possible selves of young adults from divorced and intact families. Links to education and career. *Psychology of Education Review, 27*(2), 30-40.
46. **Karagiannopoulou, E.** (1999). Stress on transfer from primary to secondary school: the contributions of A-trait, life events and family functioning. *Psychology of Education Review, 23*(2), 27-33.

(b) Peer-reviewed papers in Greek journals

47. **Karagiannopoulou, E. & Κόκκος, Α. (2021).** Thinking about the transformation of beliefs about the self during the COVID_19 pandemic: a challenge to our inner world. *Adult Education-Critical Issues.*
48. Karapanagioti, Στ., **Karagiannopoulou, E.** Parental acceptance-rejection and academic procrastination: the role of perfectionism and passive aggressiveness. <https://ejournals.lib.uoc.gr/index.php/eleutherna>
49. Makopoulou, A., Moraitou, D., **Karagiannopoulou, E,** & Papandoniou, G.. (2020). Emotion recognition in Parkinson's Disease. *Journal of Research in Education and Training, 13*(1), 36–60. <https://doi.org/10.12681/jret.19879>
50. Kamtsios, S., & **Karagiannopoulou, E.** (2013). Exploring academic resilience in Greek students. Associations with achievement and year of study. *Journal of Research in Education and Training, 6*, 250-266.
51. Kamtsios, S., & **Karagiannopoulou, E.** (2013). Resilience, academic resilience and their importance for learning: a brief literature review. *Pedagogical Review, 55*, 17-34.

52. Zafiropoulou, E., **Karagiannopoulou, E.**, & Kamtsios, S. (2012). Learning Styles Preferences (LSP) reported by monolingual and bilingual adolescent students. Exploration of the psychometric characteristics of the LSP developed on the basis of perceptual stimuli. *ΣΚΕΨΥ-Modern Society, Education and Mental Health*, 5, 30-56.
53. Kamtsios, S., & **Karagiannopoulou, E.** (2011). Testing the psychometric characteristics of the questionnaire "Learning resilience" with a sample of Greek students: a pilot study. *Scientific Annals of the Department of Psychology, Aristotle University of Thessaloniki*, Θ (IX), 67-88.
54. **Karagiannopoulou, E.**, & Christodoulidis, P. (2009). The Approaches and Skills Inventory (ASI): Testing reliability and validity in Greek university students. In A. Brouzos, P. Misailidi and A. Efkliidi (Eds.) *Scientific Yearbook of the Psychological Society of Northern Greece Volume 7. Studies in Psychological measurement*, (p 217-243). Athens: Ελληνικά Γράμματα.
55. **Karagiannopoulou, E.** (2007). Developmental characteristics of adolescence: Adolescents and learning; the path from not knowing to knowing. *Modern Education*, 148, 116-132.
56. **Karagiannopoulou, E.** (2004). Approaches to studying reported by first and fourth year students in the School of Philosophy, *Psychology*, 11(2), 269-283.
57. Tzalla, A., & **Karagiannopoulou, E.** (2004). Drawing on: "Our adult world and its origins in infancy" (Klein, 1959). Clinical approaches in the function of organisations. The example of therapeutic and school organisations. *Τετράδια Ψυχιατρικής*, 85, 75-86.
58. **Karagiannopoulou, E.** (2003). Resilience and frustration in the learning process. Links with cognitive psychology. *Child and Adolescent*, 5, 66-83.
59. **Karagiannopoulou, E.** (2003). Possible selves. Their role in our understanding of self, self-concept, self-esteem and individuals behaviour. *Psychological Issues*, 9(2), 185-202.
60. **Karagiannopoulou, E.** (2003). Reflections on research methods for studying the impact of divorce on children from divorced families. Children from divorced families at school: research findings and social stigma. *Psychological Issues*, 9(1), 89-102.
61. **Karagiannopoulou, E.** (1998). Reviewing approaches to motivation in learning and behaviour regulation. The mediating role of self and social context. *Scientific Annals of the Department of Philosophy, Education and Psychology*, Δωδώνη, KZ, third part, 191-210.

(c) Other publications

62. **Karagiannopoulou, E.** (2020). Role Models, State Scholarships Foundation. State Scholarships Foundation web page. file:///C:/Users/ekara/Downloads/RoleModels-Web.pdf
63. **Karagiannopoulou, E.** (2014). Relationship, 'containment' and school bullying. Unfolding aspects of the experience... *Face*, 17-21.
64. **Karagiannopoulou, E.** (2001). Evaluation of a European Programme: 'Teacher training in emotional-behaviour problems in adolescence' (p. 1-45). University of Ioannina.

II. Book Chapters

(a) International Publications

65. Entwistle, N., **Karagiannopoulou, E.**, Ólafsdóttir, A., Walker, P. (2016). Research into student learning and university teaching: Changing perspectives. In J. Case & J. Huisman (Eds.), *Researching Higher Education. International perspectives on theory, policy and practice* (pp. 190-208). London: Routledge.

66. Entwistle, N., & **Karagiannopoulou, E.** (2014). Perceptions of assessment and their influences on learning. In C. Kreber, C. Anderson, N. Entwistle, & I. McArthur. *Advances and Innovations in Assessment and Feedback*, (pp. 75-98). Edinburgh: Edinburgh University Press.

(b) Greek publications

67. **Karagiannopoulou, E.** (2016). Learning, learning environment and individual factors in Higher Education. A brief review of international literature and its relationship with the findings of research in Greece. *Contemporary research issues...* <https://webmail.uoi.gr/horde2/util/go.php?url=http%3A%2F%2Fpanepistimiakipaidagogiki.gr%2Fpraktika%2Fpraktika2016.pdf&Horde=c1af3e4dc58fa54223d3e7155aae7578>
68. **Karagiannopoulou, E.** (2004). Psychometric properties of ASI (Approaches to Studying Inventory). Theoretical and methodological extensions. In N. Makris and D. Desli (ed.). *Conference proceedings: Cognitive psychology today: bridges for the study of noesis* (p. 477-481). Athens: Τυπωθήτω.
69. **Karagiannopoulou, E.** (2004). Students Approaches to Learning in preparation for the exams. Differences between first and fourth year students. In N. Makris and D. Desli (ed.). *Conference proceedings: Cognitive psychology today: bridges for the study of noesis* (p. 219-224). Athens: Τυπωθήτω.

(III). Book Review.

70. **Karagiannopoulou, E.** (2014). Review of the book: Entwistle, N. (2009). *Teaching for Understanding at University*, Edinburgh, Palgrave. *Academia* (ISSN 2241-1402), 4(1), 117-123 in <http://academia.lis.upatras.gr/index.php/academia/article/view/2228/2350>.

(IV). Authored Book (In Greek)

Karagiannopoulou, E. (2007). *About learning. The relational approach in learning*. Athens: Gutenberg.

(V). Edited Works

(a) International Special Issue (two volumes).

Karagiannopoulou, E. & N. Entwistle (Special Issue Editors) (2010). Experiences of learning and academic understanding in higher education. *Psychology (The Journal of the Greek Psychological Society)*, 17(3) & 17(4).

(c) Conference Book

Ziori, E., **Karagiannopoulou, E.**, Katsadima, E, Dinou, M., Papantoniou, G, and Papastathopoulos, S. (2015). Book of abstracts of the 3rd Panhellenic Conference of the Psychological Society of Northern Greece: Psychology and Education: Modern Orientations and Applications, Ioannina, 9-11 October, 2015. <http://www.pseve.org/Downloads/FINAL%20PERILHPSEIS%20SYNEDRIOU.pdf>