



Evangelia Karagiannopoulou
Department of Psychology

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Education

Degree: PhD
Year: 1998
Institution: University of London, UCL- Institute of Education, Department of Psychology and Human Development

Degree: MA
Year: 1993
Institution: University of London, UCL- Institute of Education, Department of Educational Psychology Special Educational Needs

Degree: B.A.(Hons)
Year: 1990
Institution: University of Ioannina, Department of Philosophy, Education and Psychology (Section Psychology)

Research topics (related to the Institute)

1. Teaching and Learning
2. Subjective experience, Thinking and Mind
3. Assessment and psychological testing
4. Behaviour, Intervention and Counselling
5. Wellbeing, Development and Adjustment

Research summary

- Emotion regulation, mental health and learning
- Stress and coping
- Cognitive, psychosocial, and individual factors in learning and adjustment in higher education
- A psychoanalytic approach: Mentalizing, epistemic trust, mental health and learning

Professional background

2018-... Professor, Department of Psychology, University of Ioannina
2013-2018 Associate Professor, Department of Philosophy, Education and Psychology, University of Ioannina
2007-2013 Assistant Professor, Department of Philosophy, Education and Psychology, University of Ioannina
2001-2007 Lecturer, Department of Philosophy, Education and Psychology, University of Ioannina

Indicative publications

1. **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
2. Kamtsios, S., & **Karagiannopoulou, E.** (2020). Affective profiles, academic emotions and academic achievement. *Hellenic Journal of Psychology*, 17, 176-204.
3. 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
4. **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
5. **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
6. **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
7. 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.
8. 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

Number of publications, =70 (2-1-2021)

Number of citations: 301 (ResearchGate 2-1-2021) RG= 18.8, h index= 9

Number of citations: >676 (Google Scholar 2-1-2021), h-index = 13, h10-index=18 (Google Scholar 2-1-2021)

Recent Research projects (last 5 years)

1. 2018-2021. PAS. 2018 – 1 – EL01 – KA203 – 047890, 999852818 «Platform for Advancement of Self”, KA2, Erasmus+. *Coordinator: Evangelia Karagiannopoulou*
2. ...-2020. *University of Navarra, Spain. International Network on Academic Stress (Prof. Jesus De la Fuente)*. University of Navarra. Pamplona Ministry of Science and Education (Spain) and the European Social Fund. UAL18-SEJ-DO31-A-FEDER. University of Almeria (Spain), and the European Social Fund.
3. 2020. *UCL University of London. Validation of the Reflective Functioning Questionnaire and Epistemic Trust Questionnaire (Prof. P. Fonagy)*