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**Titles** (from the British Psychological Society): CPsychol, AFBPsS

**Research Interests**

- Learning and understanding in higher education
- The effect of the student-tutor relationship on learning/ experiences of learning and teaching.
- Psycho-dynamic dimensions of the process of learning
- Emotion in learning and teaching

**Degrees**

- 1986-1990 BA Psychology. Department: Philosophy, Education & Psychology. Section: Psychology. University of Ioannina, (honours).
- 1992-1993 M.A.: Education-Psychology of Education. Department of Psychology of Education and Special Needs, Institute of Education, University of London.
- 1994-1998 Ph.D.: Department of Psychology of Education and Special Needs, Institute of Education, University of London.

**Indicative publications.**

1. **Karagiannopoulou** & Kamtsios, S. (submitted). Multidimensionality vs. unitary of Academic Hardiness: An under explored issue...?
2. **Karagiannopoulou**, E., & Athanasopoulos, V. (submitted) Associations between defense styles, approaches to learning, preferences for different types of teaching/courses and achievement.
3. Giovazolias, T., **Karagiannopoulou**, E. & Mitsopoulou, E. (conditionally accepted). Exploring the psychometric properties of the DSQ-40 in adolescents.
4. Kamtsios, S. & **Karagiannopoulou**, E. (2016) Validation of a newly developed instrument establishing links between motivation and academic hardiness. *Europe's Journal of Psychology*.

5. Kamtsios, S. & **Karagiannopoulou, E.** (2015) Exploring relationships between academic hardiness and academic stressors in university undergraduates. *Journal of Applied Educational and Policy Research*, 1(1), 53-73.
6. **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.
7. Entwistle, N., **Karagiannopoulou, E.**, & Ólafsdóttir, A. (invited, 2014) Contributions of different levels of analysis to research into experiences of university learning and teaching. *The Psychology of Education Review*, 38(3), 28-33.
8. 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.
9. **Karagiannopoulou, E.**, & Milienos, F. (2014). Testing two path models to explore relations between experiences of the teaching-learning environment, approaches to learning and academic achievement. *Educational Psychology*. DOI: [10.1080/01443410.2014.895800](https://doi.org/10.1080/01443410.2014.895800)
10. 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).
11. **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
12. **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.
13. 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.
14. **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.
15. **Karagiannopoulou, E.** (2011). Revisiting learning and teaching in higher education. A psychodynamic perspective. *Psychodynamic Practice* , 17(1), 5-21.

16. **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.
17. **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.
18. **Karagiannopoulou, E.** (2006). The experience of revising for essay type examinations: Differences between first and fourth year University students. *Higher Education*, 51, 329-350.
19. **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.
20. **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.
21. **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.
22. **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.
23. Hallam, S., McPherson, G., Burnard, P., Robertson, A, Saleh, C., Davies, V., Rogers, L., ... **Karagiannopoulou, E.,** ... Zbainos, D. (2003) [\*Ability Grouping: Pros and Cons\*](#). ACE Bulletin, 111, 7
24. **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.

## **II. ΚΕΦΑΛΑΙΑ ΣΕ ΒΙΒΛΙΑ**

### **α. Invited contributions - Chapters into international books.**

25. Entwistle, N., Karagiannopoulou, E., Ólafsdóttir, A., Walker, P. (2015). Research into student learning and university teaching: Changing perspectives. In J. Case & J. Huisman (Eds.), *Investigating Higher Education: A Critical Review of Research Contributions, Chapter 11*, (SRHE/Routledge, 2015).
26. 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.

