

Curriculum Vitae

1. Personal Information

Panagiota Metallidou, Ph.D

Professor of Cognitive Psychology and Applications in Education, School of Psychology, Aristotle University of Thessaloniki, GREECE

2. Contact

Department of Cognition, Brain and Behavior

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3. Studies

1996: Ph.D. in Psychology, School of Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki.

1991: Master in Psychology, Department of Philosophy, Education, & Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece.

1988: Bachelor in Philosophy, Education, & Psychology, specialization in Psychology. Department of Philosophy, Education, & Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece.

4. Academic employment

2019 - Today: Professor, School of Psychology, Aristotle University of Thessaloniki (A.U.Th.), Thessaloniki, Greece.

2012-2018: Associate Professor, School of Psychology, Aristotle University of Thessaloniki (A.U.Th.), Thessaloniki, Greece.

2006-2011: Assistant Professor, School of Psychology, Aristotle University of Thessaloniki (A.U.Th.), Thessaloniki, Greece
In tenured position since February 2010.

2004-2006: Assistant Professor, Department of Primary Education, University of Thessaly, Volos, Greece.

2000-2003: Lecturer, Department of Primary Education, University of Thessaly, Volos, Greece.

1996-1999: Part-time Lecturer in Education Departments (Department of Early Childhood Education, Department of Primary Education & Special Needs Education Department), University of Thessaly, Volos, Greece.

5. Teaching

1996- today: Undergraduate and postgraduate courses in Education Departments in the University of Thessaly (until 2006) and in the School of Psychology, Aristotle University of Thessaloniki, Greece (from 2007-today)

Undergraduate Courses:

“Introduction to Psychology”, “Mechanisms of Learning and Memory”, “Cognitive Psychology”, “Psychology of Reading and Writing”, “Developmental Psychology III: Cognitive and Language Development”, “Cognitive Psychology I”, “Cognitive Psychology II”, “Psychology of Motivation”, “Research Methods I”, “Women in Humanities (interdisciplinary)”, “Experimental Psychology I: Sensation, Perception, Attention”, “Experimental exercises III”, “Applications in Critical Thinking”, “Introduction to Research Methods in Behavioral Sciences”, “Psychology in Education: Theory, Research and Applications (Erasmus course in English)”

Postgraduate Courses: *“Current Theories of Learning and applications in education”, “Research Methods in Psychology”, “Current approaches in the study of Thinking”, “Metacognitive processes and regulation of cognition and affect”, “Cognitive Psychology and Applications in Education”.*

Teaching in University Education programs

2001-05: Project: "Academic and professional upgrade of in-service teachers"

Course: *“Cognitive psychology”*

Department of Primary Education, University of Thessaly, Volos, Greece.

1997-98: Project: "Academic and professional upgrade of in-service teachers"

Course: *“Cognitive psychology: Child's cognitive development”*

Department of Early Childhood Education, University of Thessaly, Volos, Greece.

1996-97: Project: "Academic and professional upgrade of preschool Greek teachers who studied abroad"

Course: *“Cognitive psychology: Child's cognitive development”*

Department of Early Childhood Education, University of Thessaly, Volos, Greece

6. Publications

Publications in peer-reviewed Journals and Scientific Annals and Volumes

Peleka, P., Stamovlasis, D., & **Metallidou, P.** (in press). The impact of visual art-based educational interventions on creativity: A meta-analysis. *Creativity Research Journal*.

Nerantzaki, K., Stergiadou, P., & **Metallidou, P.** (in press). Affective Reactions when learning that our Answer is biased: The role of unexpected Feedback in the Arousal of Epistemic Emotions. *Europe's Journal of Psychology*.

Nerantzaki, K., **Metallidou, P.**, & Efklides, A. (2024). Cognitive Conflict as an Underlying Mechanism in the Arousal of Epistemic Emotions. *The American Journal of Psychology*, 137(1), 53–70. <https://doi.org/10.5406/19398298.137.1.04>

Bampa, Gr., Moraitou, D., **Metallidou, P.**, Masoura, E., Papantoniou, G., Sofologi, M., Kougioumtzis, G., Papatzikis, E., & Tsolaki, M. (2024). Metacognitive beliefs of efficacy about daily life situations and use of cognitive strategies in amnesic mild cognitive impairment: A cross-sectional study. *Frontiers in Psychology*, 15. Doi: 10.3389/fpsyg.2024.1275678

Tsentidou, G., Moraitou, D., Masoura, E., **Metallidou, P.**, Papadopoulos, E., Papaliagkas, V., & Tsolaki, M. (2024). Information recognition and recall in older adults bearing vascular risk factors, with or without diagnosis of Mild Cognitive Impairment. *Journal of Dementia and Alzheimer's Disease* 1, 72–86. <https://doi.org/10.3390/jdad1010005>.

Sidiropoulou, E., & **Metallidou, P.** (2023). Metacognitive phenomena during human–Internet interactions. *Psychology: The Journal of the Hellenic Psychological Society*, 28(2), 69–82. https://doi.org/10.12681/psy_hps.36228

Sepiadou, I., & **Metallidou, P.** (2023). Academic hardiness as a moderator of the relation between perfectionism and academic procrastination in university students. *European Journal of Psychology of Education*, 38(3), 1053–1071. <https://doi.org/10.1007/s10212-022-00648-3>

Sepiadou, I., & **Metallidou, P.** (2023). Academic procrastination in university students: The role of gender and year of studies. *Hellenic Journal of Psychology*, 20(1), 54–77. [in Greek] <https://doi.org/10.26262/hjp.v20i1.8891>

Stergiadou, P., Nerantzaki, K., & **Metallidou, P.** (2023). Factors that affect the formation of epistemic emotions: The role of "high confidence errors". *Psychology: The Journal of the Hellenic Psychological Society*, 28(2), 124–140. [in Greek] https://doi.org/10.12681/psy_hps.30131

Bampa, G., Tsolaki, M., Moraitou, D., **Metallidou, P.**, Masoura, E., Mintziviri, M., Paparis, K., Tsourou, D., Papantoniou, G., Sofologi, M., Papaliagkas, V.,

Kougioumtzis, G., & Papatzikis, E. (2023). Metacognitive Differences in Amnesic Mild Cognitive Impairment and Healthy Cognition: A Cross-Sectional Study Employing Online Measures. *Journal of Intelligence*, 11, 184. doi: [10.3390/jintelligence11090184](https://doi.org/10.3390/jintelligence11090184)

Bampa, G., Kouroglou, D., **Metallidou, P.**, Tsolaki, M. Kougioumtzis, G., Papantoniou, G., Sofologi, M., & Moraitou, D. (2022). Metacognitive Scales: Assessing Metacognitive Knowledge in Older Adults Using Everyday Life Scenarios. *Diagnostics*, 12, 2410. doi: [10.3390/diagnostics12102410](https://doi.org/10.3390/diagnostics12102410)

Metallidou, P., & Moraitou, D. (2021). Preface and Tribune to Anastasia Efklides. In D. Moraitou & P. Metallidou (Eds.), *Trends and Prospects in Metacognition Research across the Life Span: A Tribute to Anastasia Efklides*. NY: Springer.

Bampa, G., Moraitou, D. & **Metallidou, P.** (2021). Metacognition in cognitive rehabilitation in adults: A systematic review. In D. Moraitou & P. Metallidou (Eds.), *Trends and prospects in metacognition research across the life span. A tribute to Anastasia Efklides* (pp. 273-295). NY: Springer.

Nerantzaki, K., Efklides, A., & **Metallidou, M.** (2021). Epistemic emotions: Cognitive underpinnings and relations with metacognitive feelings. *New Ideas in Psychology*, 63, <https://doi.org/10.1016/j.newideapsych.2021.100904>

Efklides, A. & **Metallidou, P.** (2020). “Applying Metacognition and Self-Regulated Learning in the Classroom. In *Oxford Research Encyclopedia of Education*. Li-fang Zhang (Ed.). New York: Oxford University Press.
doi:10.1093/acrefore/9780190264093.013.961

Metallidou, P., & Stamovlasis, D. (2020). University Students’ Perfectionistic Profiles: Do they predict Achievement Goal Orientations and Coping Strategies? *Journal of Educational and Developmental Psychology*, 10 (2), 57-67. DOI: [10.5539/jedp.v10n2p57](https://doi.org/10.5539/jedp.v10n2p57)

Malegiannaki, A., Aretouli, E., **Metallidou, P.**, Messinis, L., Zafeiriou, D. & Kosmidis, M. (2019). Test of Everyday Attention for Children (TEA-Ch): Greek normative data and discriminative validity for children with Combined Type of Attention Deficit-Hyperactivity Disorder. *Developmental Neuropsychology*, 44(2), 189-02, DOI: [10.1080/87565641.2019.1578781](https://doi.org/10.1080/87565641.2019.1578781).

Gonida, E. N., Karabenick, S., Stamovlasis, D., **Metallidou, P.**, & the CTY Greece (2018). Help seeking as a self-regulated learning strategy and achievement goals: The case of academically talented adolescents. *High Ability Studies*. DOI: [10.1080/13598139.2018.1535244](https://doi.org/10.1080/13598139.2018.1535244)

Metallidou, P., Baxevas, M., & Kiosseoglou, G. (2018). Bystanders in Bullying: Do ToM and Social Competence skills play a role? *Journal of Educational and Developmental Psychology*, Vol. 8, 174-186. doi.org/10.5539/jedp.v8n2p174

Malegiannaki, A., & **Metallidou, P.** (2017). Development of attentional functions in school-age: Evidence from traditional and computerized Tasks. *Journal of Educational and Developmental Psychology*, 7, 42-51. DOI: 10.5539/jedp.v7n1p42

Metallidou, P., Malegiannaki, A., Konstantinopoulou, E., & Kiosseoglou, G. (2016). Effects of different functions of attention on school grades in primary school children. *Journal of Education and Human Development*, 5, 68-79. DOI: 10.15640/jehd.v5n3a8

Manoli, P., Papadopoulou, M., & **Metallidou, P.** (2016). Investigating the immediate and delayed effects of multiple-reading strategy instruction in primary EFL classrooms. *System*, DOI: 10.1016/j.system.2015.11.003

Gonida, E. N., & **Metallidou, P.** (2015). Beliefs about school learning during adolescence: Their contribution to motivational beliefs and school achievement. *Journal of Educational and Developmental Psychology*, DOI: 10.5539/jedp.v5n2p63

Baxevani, M., & **Metallidou, P.** (2015). Primary school children's Theory of Mind as predictor of self-reported bullying and victimization: The moderating role of empathy and social competence [in Greek]. In M. Kosmidis, D. Xanthopoulou, E. Aretouli, & E. Gonida (Eds.), *Scientific Annals of School of Psychology, Aristotle University of Thessaloniki* (Vol. 1A', pp. 84-117).

Malegiannaki, A., **Metallidou, P.** & Kiosseoglou, G. (2014). Psychometric properties of the Test of Everyday Attention for children in Greek-speaking school children. *European Journal of Developmental Psychology*, DOI: 10.1080/17405629.2014.973842

Vlachou, A., Eleftheriadou, D., & **Metallidou, P.** (2013). Do learning difficulties differentiate elementary teachers' attributional patterns for students' academic failure? A comparison between Greek regular and special education teachers. *European Journal of Special Needs Education*, DOI: 10.1080/08856257.2013.830440.

Metallidou, P., Konstantinopoulou, E., Baxevani, M., Nazlidou, E., & Pantiou, K. (2013). Primary school students' self-regulatory skills: Cognitive performance and school grades based on their performance on an initial intention change and self-regulation task [in Greek]. In V. Deliyianni, E. Gonida, A. Baka, D. Moraitou, & E. Figgou (Eds.), *Scientific Annals of School of Psychology, Aristotle University of Thessaloniki* (Vol. I', pp. 253-275).

Metallidou, P. (2012). Epistemological beliefs as predictors of self-regulated learning strategies in middle school students. *School Psychology International*, 34(3), 283-298.

Konstantinopoulou, E., & **Metallidou, P.** (2012). Psychometric properties of the Self-regulation and Concentration Test for Children (SRTC) in a Greek sample of fourth grade students. *Hellenic Journal of Psychology*, 9, 158-178.

Metallidou, P., Diamantidou, E., Konstantinopoulou, E., & Megari, K. (2012). Changes in children's beliefs about everyday reasoning: Evidence from Greek primary students. *Australian Journal of Educational & Developmental Psychology*, 12, 83-92.

Malegiannaki, A., & **Metallidou, P.** (2012). Assessment of sustained attention: Psychometric properties of the computerized SART [in Greek]. *Hellenic Journal of Psychology*, 9, 62-83.

Malegiannaki, A., & **Metallidou, P.** (2011). Students' metacognitive knowledge about their efficacy in everyday attention tasks and the frequency of attention errors [in Greek]. In P. Vorria, D. Tata., & Chr. Athanasiades (Eds.), *Scientific Annals of School of Psychology* (Vol. 8, pp. 203-235), Aristotle University of Thessaloniki.

Metallidou, P., Konstantinopoulou, E., Megari, P., & Diamantidou, E. (2011). Changes in school children's reasoning ability: Performance on formal reasoning tasks and feelings of confidence [in Greek]. In P. Vorria, D. Tata., & Chr. Athanasiades (Eds.), *Scientific Annals of School of Psychology* (Vol. 8, pp. 89-112), Aristotle University of Thessaloniki.

Metallidou, P., Megari, P., & Konstantinopoulou, E. (2010). Epistemological beliefs as predictors of personal achievement goals of high school students [in Greek]. *Psychology: The Journal of the Greek Psychological Society*, 17, 482-403.

Bonoti, F. & **Metallidou, P.** (2010). Children's judgments and feelings about their own drawings. *Psychology*, 1(5), 329-336.

Metallidou, P., & Vlachou, A. (2010). Children's self-regulated learning profile in language and mathematics: The role of task value beliefs. *Psychology in the Schools*, 47, 776-788.

Metallidou, P., Efklides, A., Gonida, E., Dousi, I., Dina, F., Vauras, M., & Junttila, N. (2010). Factorial validity and invariance of the multisource assessment of social competence scale [in Greek]. In P. Metallidou, P. Roussi, A. Brouzos, & A. Efklides (Eds.), *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 8, pp. 101-128). Athens: Pedio.

Metallidou, P., & Matsaggou, E-H. (2009). The development of epistemological thinking in different judgment domains [in Greek]. In M. Dikaiou, E. Georgaca, P. Metallidou, & A. Xenikou (Eds.), *Scientific Annals of the School of Psychology* (Vol. 8, pp. 363-397).

Platsidou, M. & **Metallidou, P.** (2009). Validity and reliability issues of two learning style inventories in a Greek sample: Kolb's Learning Style Inventory and Felder & Soloman's Index of Learning Styles. *International Journal of Teaching and Learning in Higher Education*, 20, 324-335.

Metallidou, P., Arambatzi, X., Dardagani, K., Karambela, O., & Takou, E. (2009). Identifying strategies of self-regulated learning language: Relations with the objective and self-evaluated performance [in Greek]. In A. Brouzos, P. Misailidi, & A. Efklides (Eds.), *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 7, pp. 145-179). Athens: Ellinika Grammata.

Hatzikiriakou, K., & **Metallidou, P.** (2009). Teaching Deductive Reasoning to pre-service teachers: Promises and constraints. *International Journal of Science and Mathematics Education*, 7, 81-101.

Metallidou, P. (2009). Pre-service and in-service teachers' metacognitive knowledge about problem solving strategies. *Teaching and Teacher Education*, 25, 76-82.

Metallidou, P., & Platsidou, M. (2008). Kolb's Learning Style Inventory: Validity issues and relations with metacognitive knowledge about problem solving strategies. *Learning and Individual Differences*, 18, 114-119.

Metallidou, P., & Vlachou, A. (2007). Motivational beliefs, cognitive engagement, and achievement in Language and Mathematics in elementary school children. *International Journal of Psychology*, 42(1), 2-15.

Metallidou, P. (2005). Learning strategies and their relations with academic achievement in primary school children [in Greek]. In F. Vlachos, F. Bonoti, P. Metallidou, I. Dermitzaki, & A. Efklides (Eds.) *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 3, pp. 65-89).

Platsidou, M., & **Metallidou, P.** (2005). Factors and attitudes that influence the evaluation of heroic behaviour in adolescents [in Greek]. *Psychology: The Journal of the Hellenic Psychological Society*, 12(3), 470-483.

Bonoti, F., Vlachos, F., & **Metallidou, P.** (2005). Writing and drawing performance of school age children: Is there any relationship? *School Psychology International*, 26(2), 243-255.

Metallidou, P., & Efklides, A. (2004). Gender differences in mathematics: Performance, motivation, and metacognition. In M. Dikaïou, & D. Christidis (Eds.), *Scientific Annals* (Vol. 6, pp. 37-64). School of Psychology, Aristotle University of Thessaloniki, Thessaloniki: Art of Text.

Andreou, E., & **Metallidou, P.** (2004). The relationship of academic and social cognition to behavior in bullying situations among Greek primary school children. *Educational Psychology*, 24(1), 27-41.

Kakana, D., **Metallidou, P.,** & Kamarianos, I. (2003). The effect of family on adolescents' vocational choices [in Greek]. *To Vima ton Koinonikon Epistimon*, 35, 145-160.

Pappa, E., Zafiropoulou, M., & **Metallidou, P.** (2003). Intervention on strategy use and on motivation of Greek pupils' reading comprehension in English classes. *Perceptual and motor skills*, 96, 773-786.

Metallidou, P., & Kouri, Th. (2003). 5th grade students' self-reports about the use of text comprehension strategies: The case of summary [in Greek]. In A. Efklides, A. Stogiannidou, & E. Avdi (Eds.), *Scientific Annals, School of Psychology* (Vol. V, pp. 323-349). Thessaloniki: Art of Text.

Metallidou, P. (2003). Motivation, Language performance, and metacognitive experiences in a reading comprehension task [in Greek]. *Psychology: The Journal of the Hellenic Psychological Association*, 10(4), 538-555.

Platsidou, M., & **Metallidou, P.** (2003). Evaluation of heroic behavior and role model preferences by individuals aged 10 to 19 years [in Greek]. *Psychology: The Journal of the Hellenic Psychological Association*, 10(4), 556-574.

Metallidou, P., Bonoti, F., & Vlachos, F. (2003). Drawing performance, metacognitive experiences and handedness in school age children [in Greek]. In A. Efklides, A. Leiontari, & M. Tzouriadou (Eds.), *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 1, pp. 205-229). Athens: Ellinika Grammata.

Kakana, D., Kamarianos, I., & **Metallidou, P.** (2002). Gender and vocational orientation: The role of Media in vocational choice from both genders [in Greek]. *Mentor*, 6, 18-28.

Metallidou P., & Efklides A. (2001). The effects of general success-related beliefs and specific metacognitive experiences on causal attributions following performance on mathematical tasks. In A. Efklides, J. Kuhl, & R. Sorrentino (Eds.), *Trends and prospects in motivation research* (pp. 325-347). Dordrecht, The Netherlands: Kluwer.

Metallidou P., & Efklides A. (2000). Metacognitive aspects of self, cognitive ability, and affect: Their interplay and specificity. *Psychology: The Journal of the Hellenic Psychological Society*, 7, 269-285.

Gonida E., **Metallidou P.**, & Dermitzaki I. (2000). Introduction: The self as motive. *Psychology: The Journal of the Hellenic Psychological Society*, 7, 259-266.

Metallidou, P., & Efklides, A. (1999). Cognitive and metacognitive effects on causal attributions [in Greek]. *Psychology: The Journal of the Hellenic Psychological Society*, 6(1), 38-54.

Metallidou, P., & Efklides, A. (1998). Affective, cognitive and metamemory effects on the estimation of the solution correctness and the feeling from satisfaction of it. [in Greek] *Psychology: The Journal of the Hellenic Psychological Society*, 5(1), 53-70.

Demetriou A., Pachaury A., **Metallidou Y.**, & Kazi S. (1996). Universals and Specificities in the structure and development of quantitative-relational thought: A cross-cultural study in Greece and India. *International Journal of Behavioral Development*, 19, 255-290.

Efklides A., Demetriou A., & **Metallidou Y.** (1994). The structure and development of propositional reasoning ability: Cognitive and metacognitive aspects. In A. Demetriou & A. Efklides (Eds.), *Intelligence, mind and reasoning: Structure and development* (pp. 151-171). Amsterdam: North Holland.

Demetriou A., Platsidou M., Efklides A., **Metallidou, Y.**, & Shayer M. (1991). The development of quantitative-relational abilities from childhood to adolescence:

Structure, scaling and individual differences. *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction*, 1, 19-43.

Publications in Conference Proceedings

Metallidou, P., Zsigmond, I., Bubnys, R., Aleksieva, M., & Mróz, A. (in press). Using Flipped Classroom to teach Media Literacy through Critical Thinking in Higher Education. In Proceedings of the “4th International Perspectives in Education Conference: *Voices from the Classroom*”. WAXMANN.

Bampa, G., Moraitou, D., **Metallidou, P.**, & Tsolaki, M. (2017). Metacognition in MCI: A research proposal on assessing the efficacy of a metacognitive intervention. *Hellenic Journal of Nuclear Medicine*, Suppl., 20, 12-30 [Proceedings of the 10th Panhellenic Interdisciplinary Conference of Alzheimer's Disease and Related Disorders and 2nd Mediterranean Conference on Neurodegenerative Diseases].

Metallidou, P., & Andreou, E. (2007). Primary school students' causal attributions for their performance in Language and Maths [in Greek]. In D. Xatzidimou, K. Bikos, P. Stravakou, & K. Xatzidimou, *Proceedings of 5th Panellenic Conference: "Greek Educational Research"* (Vol. A', pp. 243-250). Thessaloniki: Afoi Kyriakidi.

Metallidou, P., & Hatzikyriakou, K. (2005). The Course of Logic in University Departments of Primary School Education [in Greek]. In X. Kynigos (Eds.), *Proceedings of 1st Conference of Union of Mathematics Education: "Mathematics Education as a domain of research in the society of knowledge"* (pp. 524-533). Athens: Ellinika Grammata.

Metallidou, P., & Platsidou, M. (2004). Learning styles and preferred problem solving strategies [in Greek]. In N Makris & D. Desli (Eds.), *Proceedings of Conference: "Cognitive Psychology Today: Bridges for the study of cognition"* (pp. 433-438). Athens: Gutenberg.

Metallidou, P., & Hatzikyriakou, K. (2003). Training students from an Educational Department in Deductive Reasoning: Promises and Constraints [in Greek]. In T. Triantafyllidis, K. Hatzikyriakou, P. Politis, & A. Xronaki (Eds.), *Proceedings of 6th Conference for Teaching Mathematics and Information Systems in Education* (pp. 167-172). Athens: Gutenberg.

Papastergiou, M., **Metallidou, P.**, & Bonoti, F. (2003). How does e-mail work? A pilot study of student-teachers' pictures mental models based on their drawings and reactions to messages of the e-mailing software. In C. Stefanidis (ed.), *Adjunct Proceedings of Human Computer Interaction International (HCII)* (p. 75-76). Crete: Crete University Press.

Cristidou, V., Bonoti, F., Kakkana, D., **Metallidou, P.**, & Dimoudi, A. (2003). Conceptual and drawing representation of climate effects in preschool children [in Greek]. In M. Tsitouridou (Eds.), *Natural Sciences and Information and Communication Technology in Preschool Education* (pp. 117-128). Thessaloniki: Tziola.

Bonoti, F., **Metallidou, P.**, & Botouroglou, F. (2002). Relation between metacognitive experiences and drawing performance in preschool children [in Greek]. In E. Tafa (Eds.), *Proceedings of Conference: 'Psychopedagogie of preschool age'* (Vol. 1, pp. 242-248). Rethymno: Crete University Press.

Bonoti, F., & **Metallidou, P.** (2001). The need of professional training in preschool teachers': Preschool teachers beliefs about children's drawing skills [in Greek]. In K. P. Xaris, N. Petroulakis, & S. Nikodimos (Eds.), *Proceedings of 8th Educational Conference of Hellenic Educational Society: "Lifelong education and learning: International experience and national perspectives"* (pp. 760-766). Athens: Atrapos.

Kakana, D., Kamarianos, I., **Metallidou, P.**, Lamnias, K., Botsoglou, K., & Mixelopoulou, A. (2000). The effect of Media on the formation of students' vocational choices [in Greek]. In A. Papas, A. Tsiplitaris, N. Petroulakis, K. Xaris, S. Nikodimos, & N. Zoukis (Eds.), *Proceedings of 2nd Panellenic Conference of Hellenic Educational Society: "Hellenic Educational Research"* (pp. 639-649). Athens: Atrapos.

Books-Research Projects reports

Kakana, D., Kamarianos, I., **Metallidou, P.**, & Botsoglou, K. (2008). Media and adolescents' vocational choices: The role of School vocational guidance. [in Greek]. In Series Innovations in Education. Thessaloniki: Afoi Kyriakidi.

Metallidou, P. (2008). Research report of the Thessaly's local research team. In E. Gonida, V., Deliyianni, & G. Kioseoglou (Eds.), *Adolescents' educational and vocational choices: Investigation of their beliefs about gender equality issues in the Greek school community (beliefs of students, teachers, parents). Volume 2, Report of research evidence from Western Macedonia, Epiros, Ionian Islands, & Thessaly* (pp. 269-502) [in Greek]. Thessaloniki: A.U.Th./On Demand AE.

Editing Volumes

Moraitou, D., & **Metallidou, P.** (Eds.) (2021). Trends and Prospects in Metacognition Research across the Life Span: A Tribute to Anastasia Efklides. NY: Springer. <https://doi.org/10.1007/978-3-030-51673-4>

Metallidou, P., Roussi, P., Mprouzos A., & Efklides, A. (Eds.). (2010) [in Greek]. *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 8, New methodological approaches in psychological research). Athens: Pedio.

Dikaiou, M., Georgaca, E., **Metallidou, P.**, & Xenikou, A. (Eds.). (2009) [in Greek]. *Scientific Annals of School of Psychology* (Vol. 8): *Dedicated to Emeritus Professor Dimitra Papadopoulou*. Thessaloniki: Art of Text.

Vlachos, F., Dermitzaki, I., **Metallidou, P.**, Bonoti, F., & Eflides, A. (Eds.). (2005) [in Greek]. *Scientific Annals of the Psychological Society of Northern Greece* (Vol. 3 and 4). Athens: Ellinika Grammata.

Gonida E., **Metallidou P.**, & Dermitzaki I. (Eds.). (2000). *Psychology: The Journal of the Hellenic Psychological Society*, 7[Special Issue on the Motivational aspects of Self].

Kuhl, J. (1998). Personality development: Affect regulation, self-growth, and patterns of social interaction. [Translated in Greek by **P. Metallidou**]. In A. Efklides (Ed.), *Motivation in Education* (pp. 37-58). Athens: Ellinika Grammata.

Editing Conferences' programs and book of abstracts

Diamantopoulou, G., **Metallidou, P.**, Bonoti, F., & Platsidou, M. (Eds.). (2018). Program of the 6th Panhellenic Conference of Developmental Psychology with international participation of the Hellenic Psychological Society of Greece and Department of Educational and Social Policy of Macedonian University. Athens: Publishers PAPAZISSI.

Moraitou, D., **Metallidou, P.**, Baka, A., Tata, D. (Eds.). (2016). Program and Book of Abstracts of the one-day Scientific Meeting of the Psychological Society of Northern Greece: "Self-regulation: Cognitive, Metacognitive, and affective processes" Athens: Pedio.

Metallidou, P., & Tata, D. (Eds.). (2013). Program and Book of Abstracts of the two day Scientific Meeting of the Psychological Society of Northern Greece: "Psychology Today: Orientations and applications". Athens: Pedio.

Metallidou P., Figgou, L., Papathanasiou, M., Athanasiades, Ch., & Deliyanni Kouimtzi, V. (Eds.). (2010). Program and Book of Abstracts of the 3rd International Conference of PSNG and School of Psychology on "Children and Youth in Changing Societies". Athens: Publishers PAPAZISSI.

Metallidou, P., Kiosseoglou, G., Gonida, E., & Efklides, A. (Eds.). (2007). Program and Book of Abstracts of the two-day Conference of the Psychological Society of Northern Greece and School of Psychology, A.U.Th. on "Current approaches in analyzing quantitative data: Applications in social sciences". Thessaloniki.

Vlachos, F., Dermitzaki, I., **Metallidou, P.**, Bonoti, F., & Efklides, A. (Eds.). (2003). Program and Book of Abstracts of the 1st Conference of the Psychological Society of Northern Greece: "Human behavior, Research, and Applications in Psychology and Education". Volos.

Presentations in Conferences and Scientific Meetings

More than 100 presentations at International and National Conferences and Scientific Meetings.

8. Research projects

2022-2024 “*Promoting Metacognition and Theory of Mind (PRO-ME-ToM)*” project is an Erasmus+ collaborative project with researchers from five European countries (Cyprus, Greece, Hungary, Portugal, and Romania). Scientific coordinator for the A.U.Th.: Panagiota Metallidou. The aim of the project is to promote primary and secondary teachers’ and students’ metacognition. The project is funded by IDEP (Foundation for the Management of European Programs for Lifelong Learning) in Cyprus (Erasmus+, Strategic Partnerships, Key Action 2 KA220-SCH - Cooperation partnerships in school education. Agreement number – 2022-1-CY01-KA220-SCH-000088168. Coordinator: the European University Cyprus, Nicosia, Cyprus.

2022-2024. “*Critical Thinking in the Information Society (CTIS)*” project is an Erasmus+ collaborative project with researchers from five European countries (Romania, Bulgaria, Poland, Greece, Lithuania). Scientific coordinator for the A.U.Th.: Panagiota Metallidou. The aim of the project is to develop educational materials for teaching Critical Media Literacy in university students within a semester course in five European countries using the flipped classroom method. The educational material will be available in seven languages. The project is funded by the Romanian National Agency in Romania (Erasmus+, Action Type KA220- HED - Cooperation partnerships in higher education. Agreement number - 2022-1-RO01-KA220-HED000090207). Coordinator: Sapientia University, Romania.

2017-2020: “*The Cognitive, metacognitive, and motivational profile of academically talented students and parental involvement*” in cooperation with the Center of Talented Youth (CTY) at Anatolia College, Greece (<http://www.cty-greece.gr>), a John's Hopkins International Network Member. (Scientists in charge: Dr. Eleftheria Gonida and Dr. Panagiota Metallidou, School of Psychology, Aristotle University of Thessaloniki, Greece and Dr. Georgia Tsoulfa, CTY Director.)

2011-2012: Scientist in charge of a research project funded by the Research Committee of A.U.Th. (Action D: Reinforcing research activities in humanities). “*The development of self-regulated skills in elementary school children*” (Code: 88034).

2007- 2009: “*SOLE: Social in learning: Upbringing socially and academically competent, motivated, and self- and co-regulated young learners in school and family contexts*” (funded by the Academy of Finland. Scientist in charge: Prof. Marja Vauras, University of Turku and local scientist in charge for Greece: Prof. A. Efklides, School of Psychology, A.U.Th.)

2004-2005: “*Promoting gender equality during the transition from education to labour market: Counseling activities and vocational orientation through the perspective of gender*” (funded by the Greek Ministry of Education and the European Union. Scientist in charge: Prof. V. Delyianni, School of Psychology, A.U.Th.)

9. Paper and edited volumes refereeing

- Metacognition and Learning (Member of the Editorial Board)

- New Ideas of Psychology (Member of the Editorial Board)
- Hellenic Journal of Psychology (Member of the Editorial Board)
- International Journal of Psychology
- Educational Psychology: An International Journal of Experimental Educational Psychology
- Learning and Individual Differences
- Learning and Instruction
- European Journal of Psychology of Education
- Early Child Development and Care
- Psychology
- Psychology: The Journal of the Hellenic Psychological Society
- Scientific Annals of School of Psychology, A.U.Th.
- Scientific Annals of Psychological Society of Northern Greece