

**ANASTASIA EFKLIDES, Ph.D., Ph.D. h.c., emerita**

Professor of Experimental and Cognitive Psychology. Professor emerita since 2016. Research interests: Cognitive processes, geropsychology, metacognition, motivation, and self-regulation. Author of books in Greek entitled "Cognitive Psychology", "Cognitive psychology: From knowledge representation to affect and action", "Psychology of Motivation", "Psychology of Thinking", "Metacognitive Processes and Self-Regulation" and (co-)editor of 25 books and special issues and monographs in Greek as well as of 17 books, special issues, and monographs in English. Author and co-author of more than 190 articles published in international and Greek journals and books as well as of more than 340 presentations, invited and other, in international and Greek conferences. She lectured at the University of Turku, Finland, the University of Koblenz-Landau, Germany, the University of Fribourg, Switzerland, the University of Costa Rica at San José, the Institute of Applied Psychology, Lisbon, Portugal, the University of Lisbon, Portugal, and the University of Evora, Portugal.

She was supervisor of 14 Ph.D. theses and member of the supervisory committee of another 24 Ph.D. theses in Greece. External examiner/opponent of four Ph.D. theses in Finland, one in the University of Cambridge, one in the University Edith Cowan in Australia and theses from universities in Pakistan. She was also member of the examining committees of Ph.D. theses in various Greek Universities.

In 2009 she was conferred the degree of Doctor of Philosophy honoris causa (Dr.Phil.h.c.) by the Faculty of Education of the University of Koblenz-Landau at Landau, Germany and In May 2017 by the University of Turku, Finland. In 2006 she received the "Award for Outstanding Career Contribution to Educational Psychology" from the Division of School, Instructional and Educational Psychology of the International Association of Applied Psychology. She also received the Oeuvre Award for Distinguished Contribution to Learning and Instruction in August 2011 by the European Association for Research on Learning and Instruction (EARLI), and the EARLI Special Interest Group Motivation and Emotion Lifetime Achievement Award in August 2016.

She was President of the School of Psychology, Aristotle University and Vice President of the School of Philosophy, Education and Psychology of the same University.

She is Editor of the *Hellenic Journal of Psychology* and Editor in chief of *Metacognition and Learning*. She was Editor of *Learning and Instruction*; of the journal *Psychology: The Journal of the Hellenic Psychological Society* and of the *Scientific Annals of the Psychological Society of Northern Greece*. She was Associate Editor of the *European Psychologist*, the *European Journal of Psychological Assessment*, and *Metacognition and Learning*, and is serving as member of the editorial board of various international journals in psychology and education.

She was member of the International Advisory Board of the Helsinki Collegium, University of Helsinki, Finland for seven years and member of the Evaluation Committee of the Faculty of Social Sciences, University of Jyväskylä, Finland. She also served as member of panels of the Academy of Finland and external evaluator for research proposals in Portugal, Israel, and the Netherlands. She has also been member of panels for the appointment and/or promotion of academic staff in Greece, Finland, Australia, Israel, and Britain.

She was President of the *Hellenic Psychological Society*, the *Psychological Society of Northern Greece*, ex officio member of EC of the *European Association for Research on Learning and Instruction*, and President of the *European Association of Psychological Assessment* (EAPA). She was also co-coordinator of the EARLI SIG Motivation and Emotion and organized the SIG conference in 1998 in Thessaloniki. She also organized with Plousia Misailidi the EARLI SIG Metacognition conference in Ioannina, Greece in 2008.

She was chair of the *Social Policy Committee*, the Executive Committee of the *Center for Psychological Support and Counseling for Students*, the *Blood Bank*, the Organizing Committee of the *Students' Cultural Week*, and the *Excellence Committee* of the Aristotle University of Thessaloniki.

### Publications (selected)

**Efklides, A.**, Kuhl, J., & Sorrentino, R. (Eds.). (2001). *Trends and prospects in motivation research*. Dordrecht, The Netherlands: Kluwer.

**Efklides, A.**, & Petkaki, C. (2005). Effects of mood on students' metacognitive experiences. *Learning and Instruction, 15*, 415-431.

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Touroutoglou, A., & **Efklides, A.** (2010). Cognitive interruption as an object of metacognitive monitoring: Feeling of difficulty and surprise. In A. Efklides & P. Misailidi (Eds.), *Trends and prospects in metacognition research* (pp. 171-208). New York: Springer.

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**Efklides, A.** (2011). Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model. *Educational Psychologist, 46*, 1-20.

**Moraitou, D.**, & **Efklides, A.** (2012). The wise thinking and acting questionnaire: The cognitive facet of wisdom and its relation with memory, affect, and hope. *Journal of Happiness Studies, 13*(5), 849-873. **Doi: 10.1007/s 10902-011-9295-1**

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**Efklides, A.**, & **Vlachopoulos, S.** (2012). Measurement of metacognitive knowledge of self, task, and strategies in mathematics. *European Journal of Psychological Assessment, 28* (3), 227-239. **Doi: 10.1027/1015-5759/a000145.**

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**Efklides, A.** (2013). Cognition, motivation, and affect in the school context: Metacognitive experiences in the regulation of learning. In S. Kreitler (Ed.), *Cognition and motivation: Forging an interdisciplinary perspective* (pp. 383-406). New York: Cambridge University Press.

**Efklides, A.** (2014a). How does metacognition contribute to the regulation of learning? An integrative approach. *Psychological Topics, 23*, 1-30.

**Efklides, A.** (2014b). The blank-in-the-mind experience: Another manifestation of the tip-of-the-tongue state or something else? In B. Schwartz & A. S. Brown (Eds.), *Tip of the tongue states and related phenomena* (pp. 232-263). New York, NY: Cambridge University Press.

Chatzistamatiou, M., Dermitzaki, I., **Efklides, A.**, & Leondari, A. (2015). Motivational and affective determinants of self-regulatory strategy use in elementary school mathematics. *Educational Psychology: An International Journal of Experimental Educational Psychology, 35*(7), 835-850.

**Efklides, A.** (2016). Metamemory and affect. In J. Dunlosky & U. Tauber (Eds.), *Oxford handbook of metamemory* (pp. 245-268). New York, NY: Oxford University Press.

**Efklides, A.** (2017). Affect, epistemic emotions, metacognition, and self-regulated learning. In T. Michalsky & Chen Schechter (Eds.), *Self-Regulated Learning: Conceptualization, contribution, and empirically based models for teaching and learning*. *Teachers College Record, 119*(13), 135-144.

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**Efklides, A., & Metallidou, P. (2019).** Applying metacognition and self-regulated learning in the classroom. In L.-F. Zhang (Ed.), *Oxford Research Encyclopedia of Education*. New York, NY: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE\_EDU-00961.R2

**Efklides, A. (2020).** Self-regulated learning and talented students. In C. Sabatano & M. Melloni (Eds.), *Metacognition in European teaching: Activating minds through the implementation of new developmental strategies* (pp. 22-34). Rome, Italy: Editoriale Anicia srl. (e-book)