



## Europass Curriculum Vitae



### Personal information

First name(s) / Surname(s) **Sofia-Eleftheria GONIDA**  
Address(es) P.O. Box: 4510, GR-575 00 Epanomi, Greece  
Telephone(s) +30 2310997309 (office)  
Fax(es) +30 2310997332  
E-mail [gonida@psy.auth.gr](mailto:gonida@psy.auth.gr)  
Nationality Hellenic  
Date of birth August 18, 1966  
Gender Female

### Work experience

Dates	Since April 15, 2019
Occupation or position held	Professor of Educational Psychology and Human Development / Vice Chair of the School of Psychology
Main activities and responsibilities	Teaching, research, administrative duties
Name and address of employer	Same as below
Dates	August 30, 2011 – April 14 2019
Occupation or position held	Associate Professor of Educational Psychology and Human Development
Main activities and responsibilities	Teaching, research, administrative duties
Name and address of employer	Department of Developmental and School Psychology, School of Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, GR- 541 24 Thessaloniki, Greece.
Dates	August 30, 2006 – August 25, 2011
Occupation or position held	Assistant Professor of Educational Psychology and Human Development
Main activities and responsibilities	Teaching, research, administrative duties
Name and address of employer	Department of Developmental and School Psychology, School of Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, GR- 541 24 Thessaloniki, Greece.
Dates	June 14, 2001 - August 30, 2006
Occupation or position held	Lecturer
Main activities and responsibilities	Teaching and research
Name and address of employer	Department of Developmental and School Psychology, School of Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, GR- 541 24 Thessaloniki, Greece.
Dates	December 17, 1997 – June 14, 2001
Occupation or position held	Lecturer
Main activities and responsibilities	Teaching and research

Name and address of employer Department of Early Childhood Education, Faculty of Educational Sciences, Democritus University of Thrace, GR- 681 00 Alexandroupolis, Greece.  
 Dates October 1, 1995 - December 17, 1997  
 Occupation or position held Temporary Employment as Lecturer  
 Main activities and responsibilities Teaching  
 Name and address of employer Department of Early Childhood Education, Faculty of Educational Sciences, Democritus University of Thrace, GR- 681 00 Alexandroupolis, Greece.  
 Dates October 1, 1994 – June 15, 1995  
 Occupation or position held Temporary Employment as Assistant Professor  
 Main activities and responsibilities Teaching psychology courses  
 Name and address of employer American College of Higher Studies (ANATOLIA), Thessaloniki, Greece.

### Education and training

Dates September 1991 - June 1994  
 Title of qualification awarded Ph.D  
 Principal subjects/occupational skills covered Psychology (cognitive development)  
 Title: The development of deductive and inductive reasoning in different domains of thought: Cognitive and metacognitive aspects.  
 Name and type of organisation providing education and training School of Psychology, Aristotle University of Thessaloniki, Greece  
 Dates September 1989 - September 1990  
 Title of qualification awarded Master degree  
 Principal subjects/occupational skills covered Artificial Intelligence and Cognitive Science  
 Name and type of organisation providing education and training Catholic University of Leuven, Belgium.  
 Dates October 1984 – July 1988  
 Title of qualification awarded First degree, BA (Ptyhio)  
 Principal subjects/occupational skills covered Philosophy, Education, and Psychology (Specialization: Psychology)  
 Name and type of organisation providing education and training Department of Philosophy, Education, and Psychology, Faculty of Philosophy, Aristotle University of Thessaloniki, Greece.

### Personal skills and competences

Mother tongue(s) Greek

Other language(s) English

Self-assessment

*European level (\*)*

**English**

		Understanding		Speaking		Writing	
		Listening	Reading	Spoken interaction	Spoken production		
C1	Proficient user	C2	Proficient user	C1	Proficient user	C1	Proficient user

(\*) [Common European Framework of Reference for Languages](http://www.cedefop.europa.eu/EN/Content/Common-European-Framework-of-Reference-for-Languages)

Social skills and competences - High-level teaching skills (students' evaluation: 96.5%, 87.3%, 87.9% for my three courses vs 77.5% for the mean score of the programme of studies)  
 - Team spirit, high communication and collaboration skills (team work for many years working as a researcher and as a member of several committees)

Organisational skills and competences

- Leadership and co-ordination skills
- Chair (2017-2020) and Vice-Chair (2015-2017) of the European Educational Programmes Committee of the Aristotle University of Thessaloniki
- ECTS/Erasmus co-ordinator for >20 years
- EARLI (European Association for the Research on Learning and Instruction) EC Member (since Aug 2019)
- Co-ordinator of researchers' teams (> 10 persons), team management
- Organizational skills (scientific responsible and principal investigator of research programs)
- Organizing scientific meetings and conferences. Member of the organizing committee of 12 conferences (national and international ones). Chair of the International Conference on Motivation 2016 ([www.icm2016.gr](http://www.icm2016.gr)).

Research Experience

My research experience begins in 1988 as a research assistant in projects carried out at the Psychological Laboratory, School of Psychology, Aristotle University of Thessaloniki. After my Ph.D, I have been involved in several research projects either as scientific responsible, principal investigator or in collaboration with others. Selected projects as scientific responsible and/or principal investigator: (i) Adolescents' possible selves in a changing and challenging world, (ii) Supporting University Students at Risk for dropping out (SUnStAR), (iii) Parental involvement in students' homework: cognitive and motivational correlates, (iv) Academically talented students: cognitive, metacognitive and motivational profile, (v) Adolescents' educational and career choices and gender: students, teachers, and parents, (vi) Development of a cognitive abilities test for children and adolescents, (vii) Development of cognitive, metacognitive and motivational processes during preschool and early school years, (viii) students' avoidance behaviors (self-handicapping and avoidance of help seeking) during elementary and early high school years: parental and teacher effects, (ix) Social Aspects of Learning (SOLE): students and teachers.

Technical skills and competences

- Associate Editor, 'Psychology: The Journal of the Hellenic Psychological Society' (since June 2019)
- Member of the Editorial Board, European Journal of Psychology of Education, Metacognition and Learning, Journal of School and Cognitive Psychology
- Reviewing manuscripts submitted for publication in national and international peer-reviewed journals (e.g., Child Development, British Journal of Educational Psychology, British Journal of Developmental Psychology, Contemporary Educational Psychology, European Journal of Psychology of Education, Learning and Individual Differences, Metacognition and Learning, Frontiers in Psychology, European Review of Applied Psychology, Educational Psychology, Social Psychology of Education, Psychology: The Journal of the Hellenic Psychological Society etc.)
- External reviewer of proposals submitted to be presented in national and international conferences (either as a member of the scientific committee or as a member of the reviewers' board)
- External examiner of research proposals submitted to research funding agencies (e.g., French National Research Agency, Portuguese Funding Agency for Research and Development, REPRISE: Register of Expert Peer-Reviewers for Italian Scientific Evaluation, Research Promotion Foundation of Cyprus, Hellenic Ministry of Education).

Computer skills and competences

- Excellent command of Microsoft Office tools and SPSS (Statistical Package for Social Sciences)
- Very good command of Mplus (software for Structural Equation Modeling)
- Very good command of Internet and Data Bases Searching.

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## Representative Publications

- Urdan, T. & Gonida, E. N. (in press). Remembering the life, work, and influence of Stuart A. Karabenick: A legacy of research on self-regulation, help seeking, teacher motivation, and more. *Advances in Motivation and Achievement Series, Vol. 22*. Emerald.
- Falanga, K., Gonida, E. N., & Stamovlasis, D. (2022). Predicting different types of parental involvement in children's homework: the role of parent motivational beliefs and parent affect. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-022-00613-0>
- Φαλάγγα, Κ., & Γωνίδα, Ε. (2022). Γονεϊκή εμπλοκή στη σχολική εργασία των παιδιών στο σπίτι: Μια βιβλιογραφική επισκόπηση. *Ψυχολογία: Το Περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας*, 27(2), 99-122.
- Daniilidou, A., Platsidou, M., & **Gonida, E.** (2020). Primary school teachers' resilience: Association with teacher self-efficacy, burnout and stress. *Electronic Journal of Research in Educational Psychology*, 18, 549-582.

- **Gonida, E. N.,** & Karabenick, S. A. (2019). Book Review: Reimers & Chung (2018). Preparing Teachers to Educate Whole Students: An International Comparative Study. *Teachers College Record*.
- **Gonida, E. N.,** & Lemos, M. (Guest Eds.) (2019). *Motivation in Education at a Time of Global Change: Theory, Research and Implication for Practice*. In S. A. Karabenick & T. Urdan (Series Eds.), *Advances in Motivation and Achievement Series, Vol. 20*. Bingley, UK: Emerald Publishing.
- **Gonida, E. N.,** & Lemos, M. (2019). Motivation in education at a time of global change: Theory, research, and implications for practice. In E. N. Gonida & M. Lemos (Guest Eds.) and S. A. Karabenick & T. Urdan (Series Eds.), *Advances in Motivation and Achievement Series: Motivation in Education at a Time of Global Change, Vol 20* (pp. 1-12). Bingley, UK: Emerald Publishing.
- **Gonida, E. N.,** Peixoto, F., et al. (2019). Supporting UNiversity STudents At Risk for dropping out (SUnStAR): Literature Review and Conceptualization. Technical Report. DOI: 10.13140/RG.2.2.30077.92648
- Hatzikyriakou, G., **Gonida, E. N.,** & Kiosseoglou, G. (2019). Academic self-handicapping in adolescence: The role of personal and perceived contextual factors. *Hellenic Journal of Psychology, 16,* 43-73. (in Greek)
- Ntousi, I., **Gonida, E.,** & Kiosseoglou, G. (2019). Children's cognitive and metacognitive performance during early childhood: Rate of growth and individual differences. *Psychology: The Journal of the Hellenic Psychological Association, 24,* 157-176. (in Greek)
- **Gonida, E. N.,** Karabenick, S. A., 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
- Stamovlasis, D., & **Gonida, E. N.** (2018). Dynamic effects of Performance-Avoidance Goal Orientation on Student Achievement in Language and Mathematics. *Nonlinear Dynamics in Psychology and Life Sciences, 22,* 335-358
- Karabenick, S., & **Gonida, E. N.** (2018). Academic help seeking as a self-regulated learning strategy: Current issues, future directions. In Schunk, D. H., & Greene, J. A. (Eds.), *Handbook of self-regulation of learning and performance* (pp. 421-433, 2nd ed.). New York: Routledge.
- Tivikeli, A., **Gonida, E.,** & Kiosseoglou, G. (2017). Achievement goals for teaching and teacher efficacy: Their association with instructional practices. *Scientific Annals of the School of Psychology, AUTH, Vol. IA.* Thessaloniki. (in Greek)
- **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, 5,* 63-76.
- **Gonida, E. N.,** & Cortina, K. (2014). Parent involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology, 84,* 376-396.
- **Gonida, E. N.,** & Vauras, M. (2014). The role of parents in children's school life: Student motivation and socio-emotional functioning (Editorial). *British Journal of Educational Psychology, 84,* 349-351.
- **Gonida, E. N.,** Karabenick, S., Makara, K., & Hatzikyriakou, G. (2014). Perceived parent goals and student goal orientations as predictors of seeking or not seeking help: Does age matter? *Learning and Instruction, 33,* 120-130.
- Dedikousi, A., **Gonida, E.,** & Kiosseoglou, G. (2014). Emotional understanding and awareness in school age: The contribution of children's cognitive performance and their perceptions of parental warmth/coldness. *Scientific Annals of the School of Psychology, AUTH, Vol. I',* 1-31. (in Greek)
- **Gonida, E. N.** (2012). Motivation to learn: The role of the school and the family. In C. Hatzichristou & E. Besevegis (Eds.), *Children's development and adaptation in family and school* (pp. 129-173). Athens: Pedio Books (in Greek)
- **Gonida, E. N.,** & Leondari, A. (2011). Patterns of motivation among adolescents with biased and accurate self-efficacy beliefs. *International Journal of Educational Research, 50,* 209-220. [In the Special Issue: T. Bouffard, & S. Narciss (Guest Editors), Benefits and risks of positive biases in self-evaluations of academic competence.]
- **Gonida, E. N.,** Voulala, K., & Kiosseoglou, G. (2009). Students' achievement goal orientations and their behavioral and emotional engagement: Co-examining the role of perceived school goal structures and parent goals during adolescence. *Learning and Individual Differences, 19,* 53-60.
- Leondari, A., **Gonida, E. N.,** & Gialamas, V. (2009). 'Possible selves' during middle adolescence: Relationship with school achievement and with various demographic factors. *Psychology: The Journal of The Hellenic Psychological Society, 16,* 342-360. (in Greek)
- Leondari, A., & **Gonida, E. N.** (2008). Adolescents' possible selves, achievement goal orientations, and academic achievement. *Hellenic Journal of Psychology, 5,* 179-198. (in English)
- **Gonida, E. N.,** & Urdan, T. (2007). Parental influences on student motivation, affect and academic behaviour: Introduction to the Special Issue. *European Journal of Psychology of Education, 22,* 3-6.
- **Gonida, E. N.,** Kiosseoglou, G., & Voulala, K. (2007). Perceptions of parent goals and their contribution to student achievement goal orientation and engagement in the classroom: Grade-level differences across adolescence. *European Journal of Psychology of Education, 22,* 23-39.
- **Gonida, E. N.,** & Urdan, T. (2007). (Guest Editors). Parental influences on student motivation, affect, and academic behavior. *European Journal of Psychology of Education, 22* (1). (Special Issue)

- Leondari, A., & **Gonida, E. N.** (2007). Predicting academic self-handicapping in different age groups: The role of personal achievement goals and social goals. *British Journal of Educational Psychology*, 77, 595–611.
- **Gonida, E.**, Kiosseoglou, G., & Leondari, A. (2006). Implicit theories of intelligence, perceived academic competence and school achievement: Developmental differences and educational implications. *The American Journal of Psychology*, 119, 223-238.

#### Invited talks

- World Giftedness Center, Dubai, October 2021
- Empirical Studies in Psychology, Belgrade, October 2020
- Combined Program in Education and Psychology, University of Michigan, Ann Arbor, April 2018
- Stanford Graduate School of Education, Stanford University, April 2013
- Department of Psychology, University of Quebec in Montreal, Canada, November 2012
- Combined Program in Education and Psychology, University of Michigan, Ann Arbor, October 2012
- Department of Psychology, University of Dresden, Germany, June 2012
- Department of Psychology, University of Athens, Greece, 2011, 2009
- Department of Early Childhood Education, University of Thessaly, Greece, 2008, 2014.
- Talks under the Erasmus program: University of Padova, Italy (2018), University of Ben-Gurion, Israel (2017), University of Turku, Finland (2000, 2008), University of Helsinki, Finland (2014), University of Porto, Portugal (2010).

#### Conferences

I have participated in more than 150 national, European, and international conferences (paper and symposium presentations) and organized more than 20 symposia. Most of the conferences were the following: EARLI conference (European Association for Research on Learning and Instruction), International Conference on Motivation, Metacognition and Learning, International Congress of Psychology, Hellenic Conferences of Psychology (organized by the Hellenic Psychological Society and the Psychological Society of Northern Greece), etc. Invited talks in several conferences (keynote speaker, invited symposia organizer, invited symposia discussant)

#### Other professional activities

- President of the EARLI 2023 Conference, Thessaloniki, August 22-26, 2023.
- President of the 3<sup>rd</sup> Panhellenic Conference of School Psychology, Thessaloniki, November 10-13, 2022.
- Member of the Strategic Planning Committee, Aristotle University of Thessaloniki (2022-...)
- Member of the Ethics Committee, Aristotle University of Thessaloniki (2020-...)
- Vice Chair of the School of Psychology, AUTH (2020-2022)
- Chair of the AUTH European Educational Programs Committee (2017-2020)
- Vice Chair of the AUTH European Educational Programs Committee (2015-2017)
- ECTS/Erasmus co-ordinator, School of Psychology, AUTH (2001-...)
- Member of the scientific and organizing committees in numerous conferences.
- Vice-President of the EC of the Fulbright Scholars of Northern Greece

#### Membership in professional Associations

- EARLI (European Association for Research on Learning and Instruction)
  - EARLI SIG: Motivation and Emotion
  - EARLI SIG: Metacognition and Learning
- AERA (American Educational Research Association)
- Hellenic Psychological Society
- Psychological Society of Northern Greece

#### Community service

- Talks, seminars, and workshops offered to teachers' and parents' associations on a voluntary basis
- School consultations (e.g., teachers' professional development, school internal evaluations, etc.)

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