



### Academic Personnel Short Profile / Short CV

<b>University:</b>	Neapolis University Pafos
<b>Surname:</b>	Rentzios
<b>Name:</b>	Christos
<b>Rank/Position:</b>	Adjunct Faculty
<b>Faculty:</b>	Social Sciences, Arts and Humanities
<b>Department:</b>	Psychology
<b>Scientific Domain: *</b>	Educational Psychology

*\* Field of Specialization*

Academic qualifications (list by highest qualification)				
Qualification	Year	Awarding Institution	Department	Thesis title (Optional Entry)
Doctorate (PhD)	2022	University of Ioannina	Department of Psychology	Attachment Styles and Approaches to Learning: The Role of Emotion Regulation and Academic Emotions
Master (MSc)	2014	University of Ioannina	Department of Primary Education	Aggressive Behavior in Primary School Children: A Psychoeducational Prevention Program of Peer Aggression Focused on Causal Attributions*
Bachelor's degree (Full)	2006	University of Ioannina	Department of Primary Education	Revolutions and Social Movements

\* This psychoeducational program was later published in: Vassilopoulos, S. F., Brouzos, A., & Baourda, V. (2016). Psychoeducational Group Programs for Children and Adolescents. Gutenberg Publishing, p. 358. ISBN: 978-960-01-1785-1.

Employment history in Academic Institutions/Research Centers – List by the three (3) most recent				
Period of employment		Employer	Location	Position
From	To			
(Spring Semester) 19/02/2025	19/06/2025	Neapolis University, Pafos	Cyprus	Adjunct Faculty
(Χειμερινό Εξάμηνο) 14/10/2024	14/02/2025	Neapolis University, Pafos	Cyprus	Adjunct Faculty
(Εαρινό Εξάμηνο) 19/02/2024	19/06/2024	Neapolis University, Pafos	Cyprus	Adjunct Faculty

Key <u>refereed</u> journal papers, monographs, books, conference publications etc. List the five (5) more recent and other five (5) selected –(max total 10)						
Ref. Number	Year	Title	Other authors	Journal and Publisher / Conference	Vol.	Pages
1	2025	Attachment, mentalizing, emotion regulation and epistemic trust. Differences between junior and senior students... who is at risk?	Karagiannopoulou, E., Lianos, P., Andriopoulou, N., Fonagy, P	Plos One/ Public Library of Science	20/8	e030474 9
2	2025	Academic Emotions, Emotion Regulation, Academic Motivation, and Approaches to Learning: A Person-Centered Approach.	Karagiannopoulou, E., Ntritsos, G.	Behavioral Sciences/ Multidisciplinary Digital Publishing Institute (MDPI)	15(7)	900
3	2024	A short version of the reflective functioning questionnaire: Validation in	Karagiannopoulou, E., Milienos, F. S., Desatnik, A.,	Plos One/ Public Library of Science	19(2)	e029802 3

		a Greek sample.	Athanasopoulos, V., Fonagy. P.			
4	2023	Towards a 'model' for understanding the contribution of ER to students learning. The role of academic emotions and SOC.	Karagiannopoulou, E., Desatnik, A., Ntritsos, G.	Current Psychology/Springer	Volume 42,	26491 – 26503
5	2021	Rethinking Associations between Distal Factors and Learning: Attachment, Approaches to Learning and the Mediating Role of Academic Emotions.	Karagiannopoulou, E.	<i>Psychology/Scientific Research Publishing</i>	12(06)	899–924
6	2021	The Contribution of Learning and Mental Health Variables in First-Year Students' Profiles.	Milienos, F. S., Catrysse, L., Gijbels, D., Mastrokourou, S., Longobardi, C., Karagiannopoulou, E.	Frontiers in Psychology/ Frontiers Media S.A	12	1-12
7	2020	Grouping learning approaches and emotional factors to predict students' academic progress.	Karagiannopoulou, E., Milienos, F. S.	<i>International Journal of School &amp; Educational Psychology/Taylor &amp; Francis</i>	10(2)	1-18
8	2019	The mediating role of implicit and explicit emotion regulation in the relation between academic emotions and approaches to learning.	Karagiannopoulou, E., Kamtsios, S.	<i>Journal of Nervous and Mental Disease/Wolters Kluwer Health</i>	207 (8)	683-692
9	2019	Do defence styles and approaches to learning 'fit together' in students' profiles? Differences between years of study.	Karagiannopoulou, E., Milienos, F., Kamtsios, S.,	<i>Educational Psychology/ Taylor &amp; Francis</i>	40(5)	570-591

10	2014	Evaluation of a universal social information processing group program aimed at preventing anger and aggressive behaviour in primary school children.	Vassilopoulos, S. P., Brouzos, A.,	<i>Hellenic Journal of Psychology/Psychological Society of Northern Greece</i>	11	208-223
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<b>Exhibitions (where applicable). List the five (5) more recent and other five (5) selected. (max total 10)</b>					
Ref. Number	Date	Topic	International / Local	Location*	Role in Exhibition
1					
2					
3					
4					
5					
6					

\*Specify venue, geographic location etc

<b>Research Projects. List the five (5) more recent and other five (5) selected (max total 10)</b>				
Ref. Number	Date	Title	Funded by	Project Role*
1	2022-2025	«Motivating Teachers 4 Europe-MOTIVATE», of research project Jean Monnet	2022-2025	Research Team Member
2	2018-2021	«Self-Improvement Platform for University Student»	2018-2021	Research Team Member
3	2018	«Role Models»	2018	Researcher
4				
5				

\*Project Role: i.e. Scientific/Project Coordinator, Research Team Member, Researcher, Assistant Researcher, other

<b>Academic Consulting Services and/or Participation in Councils / Boards/ Editorial Committees. List the five (5) more recent (Optional Entry)</b>				
Ref. Number	Period	Organization	Title of Position or Service	Key Activities
1	Spring Semester 2024 – 2025	Neapolis University Pafos, Cyprus	Student Academic Advisor	Student Academic Advisor
2	Winter Semester 2024-2025	Neapolis University Pafos, Cyprus	Student Academic Advisor	Student Academic Advisor
3				
4				
5				

<b>Awards / International Recognition (where applicable). List the five (5) more recent and other five (5) selected. (max total 10) (Optional Entry)</b>			
Ref. Number	Date	Title	Awarded by:
1			
2			
3			
4			
5			

<b>Other Achievements. List the five (5) more recent and other five (5) selected. (max total 10) (Optional Entry)</b>			
Ref. Number	Date	Title	Key Activities:
1			

<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			