

AIKATERINI (ALIKI) MICHOU

PH.D., CPSYCHOL

Department of Philosophy, University of Ioannina

+30 6974190682 | amichou@uoi.gr

<https://orcid.org/0000-0003-4324-5326>

Scopus Author ID: 37104494700

Scopus h-index: 15



EMPLOYMENT HISTORY

2022 –

Assistant Professor of Educational Psychology, Department of Philosophy, University of Ioannina, Greece

2020 – 31.01.2022

Associate Professor, Graduate School of Education, Bilkent University, Turkey

2012 – 2020

Assistant Professor, Graduate School of Education, Bilkent University, Turkey

Duties: Teaching (Ph.D., graduate and undergraduate level), students' supervision (Ph.D. and graduate level) and research

Teaching courses: Learning Theories and Practice (graduate and Ph.D. level), Science of Learning (graduate level), Thesis seminar (graduate level), Written Academic Discourse (Ph.D. level), Educational Psychology (undergraduate and graduate level), Child and Adolescent Psychology (graduate and Ph.D. level), Developmental Psychology (graduate and Ph.D. level), Introduction to Cognitive Psychology (undergraduate and Ph.D. level), Guidance (undergraduate and graduate level), Educational Research (graduate level).

2008 – 2012

Coordinator of Health Education Projects in the district of East Attica, Greece

Duties: Coordination and promotion of Health Education through guiding and evaluating the curriculum development of Health Education projects and organising training and peer learning activities for in-service teachers of Primary and Early Childhood Education in the district of East Attica

2008 – 2010

Part-time lecturer, Early Childhood Teachers Training School, University of Athens

Teaching course: Educational Psychology (for in-service early childhood teachers)

2005 – 2008

Research Associate, Education Research Centre of Greece

Duties: Principal investigator of the research project: "The development of students' self-knowledge and creativity: A collaborative action research" funded from the European Union and Greek national sources.

2004 – 2011

Part-time lecturer, private laboratory Dim. Bonias

Teaching courses: Developmental Psychology, Educational Psychology, Introduction to Psychology and Pedagogy

1996 – 2002

Primary teacher, Greek Primary Education

EDUCATION

2000 - 2005

Ph.D., Department of Early Childhood Education, National and Kapodistrian University of Athens, Greece.

Dissertation: “Teacher’s impact on students’ self-determination and motivation”

Supervisor: Professor Dr. Thalia Dragonas

1992-1994

MA (Diplôme d’ Etudes Supérieures en Science de l’ Education – Mention Recherche), Faculty of Psychology and Educational Sciences, University of Geneva, Switzerland.

Thesis: «L’ influence de l’ attribution de réussite et d’ échec scolaire sur l’ image de soi et le contrôle perçu»

Supervisor: Professor Dr. Maria-Luisa Schubauer-Leoni

1987-1991

BA, Department of Primary Education, National and Kapodistrian University of Athens, Greece.

PROFESSIONAL DEVELOPMENT

2007-2009

Training in the systemic approach of family therapy, Athenian Institute of Anthropol

PUBLICATIONS IN PEER-REVIEWED JOURNALS

Mouratidis, A., Michou, A., Kocak, A., Alp Christ, A., & Selcuk, S. (2024). The interplay between autonomy support and structure in the prediction of challenge-seeking, novelty avoidance, and procrastination. *Educational Psychology*.

<https://doi.org/10.1080/01443410.2024.2402322> (SSCI, 2032 IF = 3.6)

Cilali, B., **Michou, A.**, & Daumiller, M. (accepted). Pathways to need-supportive teaching: Teaching mindsets and motivation to teach. *The Asia-Pacific Education Researcher*.

<https://doi.org/10.1007/s40299-024-00885-8> (SSCI, 2023 IF = 3.6)

Maden-Tuna, S., Peker, H., & **Michou, A.** (accepted). Born to be an English speaker: Motivational pathways of fixed mindset to success in EFL. *Croatian Journal of Education*

- Michou, A.**, Mouratidis, A., Vassiou, A., Stavropoulos, V., Tzika, V., & Kokolakis, D. (2023). Taking their perspective: Students' reasons and aims of achievement striving in their own words. *Social Psychology of Education, 26*(5), 1391-1416. <https://doi.org/10.1007/s11218-023-09797-9> (SSCI, 2023 IF: 3.2).
- Michou, A.**, Altan, S., Mouratidis, A., Reeve, J., & Malmberg, L.-E. (2023). Week-to-week interplay between teachers' motivating style and students' engagement. *Journal of Experimental Education, 91*(1), 166-185. <https://doi.org/10.1080/00220973.2021.1897774> (SSCI, 2023 IF: 2.2).
- Mouratidis, A., **Michou, A.**, Telli, S., Maulana, R., & Helms-Lorenz, M. (2022). No aspect of structure should be left behind in relation to student autonomous motivation. *British Journal of Educational Psychology, 92*(3), 1086-1108. <https://doi.org/10.1111/bjep.12489>. (SSCI, 2023 IF: 3.1).
- Mouratidis, A., **Michou, A.**, Sayil, M., & Altan, S. (2021). It is autonomous, not controlled motivation that counts: Linear and curvilinear relations of autonomous and controlled motivation to school grades. *Learning and Instruction, 73*, 101433. <https://doi.org/10.1016/j.learninstruc.2020.101433> (SSCI, 2023 IF: 4.7).
- Selcuk, S., Kocak, A., Mouratidis, A., **Michou, A.**, & Sayil, M. (2021). The relations of adolescents' academic procrastination in math with perceived maternal psychological control and perceived structure in math class: The intervening role of academic self-concept. *Psychology in the Schools, 58*(9), 1782-1798. <https://doi.org/10.1002/pits.22542> (SSCI, 2023 IF: 1.8).
- Aydin, G. & **Michou, A.** (2020). Self-determined motivation and academic buoyancy as predictors of performance in normative settings. *British Journal of Educational Psychology, 90*(4), 964-980. <https://doi.org/10.1111/bjep.12338> (SSCI, 2023 IF: 3.1).
- Pulfrey, C., Vansteenkiste, M., & **Michou, A.** (2019). Under pressure to achieve? The impact of type and style of task instructions on student cheating. *Frontiers in Psychology, 10*, 1624. <https://doi.org/10.3389/fpsyg.2019.01624> (SSCI, 2023 IF: 2.6).
- Atasalar, J. & **Michou, A.** (2019). Coping and mindfulness: Mediators between need satisfaction and generalized problematic internet use. *Journal of Media Psychology, 31*(2), 110-115. <https://doi.org/10.1027/1864-1105/a000230> (SSCI, 2023 IF = 1.7).
- Alp, A., **Michou, A.**, Corlu, S., & Baray, G. (2018). Need satisfaction as mediator between classroom goal structures and students' optimal educational experience. *Learning and Individual Differences, 65*, 80-89. <https://doi.org/10.1016/j.lindif.2018.05.012> (SSCI, 2023 IF = 3.8).
- Mouratidis, A., **Michou, A.**, Aelterman, N., Haerens, L., & Vansteenkiste, M. (2018). Begin-of-school-year perceived autonomy-support and structure as predictors of end-of-school-year study efforts and procrastination: The mediating role of autonomous and controlled motivation. *Educational Psychology, 38* (4), 435-450. <https://doi.org/10.1080/01443410.2017.1402863> (SSCI, 2023 IF = 3.6).

- Mouratidis, A., **Michou, A.**, Sayil, M., & Demircioğlu, A. (2018). Different goals, different pathways to success: Performance-approach goals as direct and mastery-approach goals as indirect predictors of grades in mathematics. *Learning and Individual Differences*, 61, 127-135. <https://doi.org/10.1016/j.lindif.2017.11.017> (SSCI, 2023 IF = 3.8).
- Mouratidis, A., **Michou, A.**, & Vassiou, A. (2017). Academic achievement and week-to-week intrapersonal fluctuation of studying efforts as a function of awareness of self, and implicit theories of ability. *Contemporary Educational Psychology*, 48, 56-66. <https://doi.org/10.1016/j.cedpsych.2016.09.001> (SSCI, 2023 IF = 3.9).
- Ozdemir, A., Lane, J. & **Michou, A.** (2016). Autonomous and controlling reasons underlying achievement goals during task engagement: Their relation to intrinsic motivation and cheating. *Educational Psychology*, 36(7), 1160-1172. <https://doi.org/10.1080/01443410.2015.1109064> (SSCI, 2023 IF = 3.6).
- Michou, A.**, Matos, L., Gargurevich, R., Herrera, D. & Gumus, B. (2016). Building on the enriched hierarchical model of achievement motivation: Autonomous and controlling reasons underlying mastery goals. *Psychologica Belgica*, 56(3), 269–287. <https://doi.org/10.5334/pb.281>. (SSCI, 2023 IF = 2).
- Michou, A.**, Mouratidis, A., Ersoy, E., & Ugur, H., (2016). Social achievement goals, needs satisfaction, and coping among adolescents. *Personality and Individual Differences*, 99, 260-265. <https://doi.org/10.1016/j.paid.2016.05.028>. (SSCI, 2023 IF = 3.5).
- Michou, A.**, Vansteenkiste, M., Mouratidis, A., & Lens, W. (2014) Enriching the hierarchical model of achievement motivation: Autonomous and controlling reasons underlying achievement goals. *British Journal of Educational Psychology*, 84(4), 650-666. <https://doi.org/10.1111/bjep.12055>. (SSCI, 2022 IF = 3.1).
- Michou, A.**, Matsagouras, E., & Lens, W. (2014). Dispositional achievement motives matter for autonomous versus controlled motivation and behavioral or affective educational outcomes. *Personality and Individual Differences*, 69, 205-211. <https://doi.org/10.1016/j.paid.2014.06.004>. (SSCI, 2022 IF = 3.5).
- Mouratidis, A., Vansteenkiste, M., Lens, W., **Michou, A.**, & Soenens, B. (2013). Within-person configurations and temporal relations of personal and perceived parent-promoted life goals to school correlates among adolescents. *Journal of Educational Psychology*, 105(3), 895-910. <https://doi.org/10.1037/a0032838>. (SSCI, 2023 IF = 5.6).
- Michou, A.**, Mouratidis, A., Lens, W., & Vansteenkiste, M. (2013). Personal and contextual antecedents of achievement goals: Their direct and indirect relations to students' learning strategies. *Learning and Individual Differences*, 23, 187-194. <https://doi.org/10.1016/j.lindif.2012.09.005>. (SSCI, 2023 IF = 3.8).
- Mouratidis, A., Vansteenkiste, M., **Michou, A.**, & Lens, W. (2013). Perceived structure and achievement goals as predictors of students' self-regulated learning and affect and the mediating role of competence need satisfaction.

Learning and Individual Differences, 23, 179-186.

<https://doi.org/10.1016/j.lindif.2012.09.001>. (SSCI, 2023 IF = 3.8)

Mouratidis, A. & Michou, A. (2011). Self-determined motivation and social achievement goals in children's emotions. *Educational Psychology*, 31(1), 67-86. <https://doi.org/10.1080/01443410.2010.518595>. (SSCI, 2023 IF = 3.6).

Mouratidis, A. & Michou, A. (2011). Perfectionism, self-determined motivation, and coping among adolescent athletes. *Psychology of Sport and Exercise*, 12(4), 355-367. <https://doi.org/10.1016/j.psychsport.2011.03.006>. (SSCI, 2023 IF = 3.1).

Michou, A., Zineli, K., Tseva, I., Kyriakou, S., Tsilia, G., Ladieli, M. & Trachana, E. (2008). Teachers' and students' self-exploration in an action research project. *Modern Society, Education and Mental Health*, 1, 245-278 (In Greek)

Michou, A. & Matsagouras, E. (2007). Controlling and autonomy supportive motivating style: Attitudes and choices of future teachers. *Psychology*, 14, 346-366. (In Greek)

BOOKS AND CHAPTERS IN BOOKS

Michou, A. (Ed.) (2008). *The development of students' self-knowledge and creativity: A collaborative action research*. Athens: Education Research Centre of Greece. (In Greek)

Michou, A., Kosmopoulos, V. & Doropoulou, M. (2008). *Investigating the factors that promote an enhancement of cultural dynamic in education*. Athens: Educational Research Centre of Greece. (In Greek).

Michou, A. (2006). Human development: Thesis and antithesis. In A. Ventouris (Ed.), *An Introduction to Pedagogy and Relevant Sciences* (pp. 69-114). Athens: Methexi. (In Greek)

Michou, A. (2006). Students' motivation: Contemporary theoretical approaches and classroom applications. In A. Ventouris (Ed.), *An Introduction to Pedagogy and Relevant Sciences* (pp. 115-164). Athens: Methexi. (In Greek)

Michou, A. (2005). Investigating the dynamic of the classroom: An action-research example. In G. Bagakis (Ed.), *Teachers' training and professional development* (pp. 205-213). Athens: Metechmio. (In Greek)

PUBLISHED CONFERENCE CONTRIBUTIONS

Michou, A. & Matsagouras, E. (2009). Teaching style as a function of teacher's anxiety. Proceedings of the 6th Conference of the Hellenic Pedagogical Society. (in Greek)

Michou, A., Kosmopoulos, V. & Verevi, A. (2006). Cultural action in school: Teachers' concepts on its context and role. Proceedings of the 5th Conference of the Hellenic Pedagogical Society (in Greek)

Michou, A. (2004). Qualitative research of students' motivational constructs in Greek primary school. Proceedings of the 3rd International Biennial SELF Research Conference

PRESENTATIONS IN INTERNATIONAL CONFERENCES

Michou, A., Altan, S., Mouratidis, A., Vansteenkiste, M., & Pulfrey, C. (August 2023). You did well! Does Feedback Independently of or Interactively with Goal Complexes Affect Outcomes? Paper presented in the International Conference of EARLI, Thessaloniki, Greece.

Michou, A., Mouratidis, A., Sayil, M., Alp, A., & Selcuk, S. (June 2022). Personal and contextual antecedents of student agency. Paper presented in the Biennial Meeting of ISSBD, Rhodes, Greece

Michou, A., Altan, S., Mouratidis, A., Reeve, J., & Malmberg, L.-E. (August 2021). Week-to-week interplay between teachers' motivating style and students' engagement. Paper presented in the online International Conference of EARLI.

Michou, A., Altan, S., Mouratidis, A., Reeve, J., & Malmberg, L.-E. (May 2019). Does student's perception of teacher's autonomy support and structure predict teacher's perception of student's engagement?. Paper presented in the 7th International SDT Conference, Egmond Zee, Holland.

Michou, A., Mouratidis, A., Sayil, M., & Alp, A. (April 2018). Teacher Autonomy Support and Structure: Revisiting the Independent, Interactive and Indirect Relations to Students' Functioning. Paper presented in the AERA conference, New York, USA.

Michou, A., Mouratidis, A., Sayil, M., & Alp, A. (September 2017). Do teachers' Autonomy Support and Provision of Structure prospectively predict students' autonomous motivation? Paper presented in the SELF conference, ACU, Melbourne, Australia.

Michou, A., Mouratidis, A., Vasiou, A., & Stavropoulos, V. (August 2016). A qualitative and quantitative examination of the "What" and "Why" of students striving and their relation to the "What" and "How" of teachers' practices. Paper presented in the International Conference on Motivation, EARLI, Thessaloniki, Greece.

Michou, A., Mouratidis, A., Vasiou, A., Stavropoulos, V., & Vansteenkiste, M. (June 2016). Autonomous and controlled motivation as expressed by students own words: Do they relate to survey-assessed achievement goals and underlying reasons? Paper presented in the 6th International SDT Conference, Victoria, Canada.

Michou, A., & Gumus, B. (August 2015). Mastery goals and underlying autonomous versus controlling reasons: Their relation with need satisfaction and learning strategies. Paper presented in the International Conference of EARLI, Limassol, Cyprus.

Michou, A., Ugur, H., & Mouratidis, A. (September 2014). Coping in adolescence as a function of need satisfaction and social achievement goals: A longitudinal study. Paper presented in the International Conference of EARA, Cesme, Turkey.

- Michou, A., Ugur, H., Yelcin, S., & Mouratidis, A. (June 2014). Do always social development goals predict optimal functioning? Paper presented in the International Conference on Motivation, EARLI, Helsinki, Finland.
- Michou, A., Mouratidis, A., Vansteenkiste, M., & Lens, W. (June 2013). Endorsing mastery goals is fine but endorsing them for autonomous reasons is better. Paper presented in the 5th International SDT Conference, Rochester, USA.
- Michou, A., Matsagouras, E., & Lens, W. (August 2012). Does the quality of dispositional motives matter for an autonomous versus controlled motivation and effective learning strategies? Paper presented in the International Conference on Motivation, EARLI, Frankfurt, Germany.
- Michou, A., Mouratidis, A., Vansteenkiste, M. & Lens, W. (May 2010). Autonomous and Controlling Reasons for Pursuing Achievement Goals and their Relation to Self-regulated Learning. Paper presented in the 4th International SDT Conference, Ghent, Belgium.
- Michou, A., Diomatari, M., Loukidou, L., Papadogianni, K., Papanis, S., Tsiflika, D. & Tsourlaki, A. (July 2008). The development of students' self-knowledge and creativity in secondary education: A collaborative action research project based on self-determination theory. Paper presented in the 4th European Conference on Positive Psychology, Opatija, Croatia.
- Michou, A. & Matsagouras, E. (July 2006). Teachers' and Parents' orientation toward Control versus Autonomy in Greece. Poster presented in the 26th International Conference of International Congress of Applied Psychology, Athens, Greece.
- Michou, A. (December 2004). The role of achievement goals and intrinsic/extrinsic regulations in the quality of students' life. Paper presented in the 1st International Conference of the Psychological Society of Northern Greece "Quality of life and psychology", Thessaloniki, Greece.
- Michou, A. (September 2004). Evaluation of what and for which purpose: The focus of the teacher's evaluation and the consequences on children's motivation and performance. Paper presented in the International Annual Conference of EERA, Crete, Greece.
- Michou, A. (July 2004). Qualitative research of students' motivational constructs in Greek primary school. Poster presented in the 3rd International Biennial SELF Research Conference, Berlin, Germany.

RESEARCH FUNDS

2024-2025 (in progress)

Principal investigator: "Teacher Motivating Style: A State-of-the-art Assessment to Link it with Students' Engagement", ELIDEK's Research Grant

2020-2023 (completed)

Researcher: “Let’s Keep the Baby but not the Bathwater: Distinguishing Benign from Harsh Social Comparisons in the Era of High Competition”, 1001 TUBITAK’s Research Grant

2018-2019 (completed)

Researcher (2018-2019): Earli Emerging Field Group ‘The potential of biophysiology for understanding learning and teaching experiences (BioL&T)’, funded by the European Association for Research on Learning and Instruction (EARLI).

2015-2018 (completed)

Researcher: “Different resources, different trajectories: A three-year longitudinal project to study academic success as a function of adolescent, classroom, and family characteristics”, 1001 TUBITAK’s Research Grant

2005-2008 (completed)

Principal investigator: “The development of students’ self-knowledge and creativity: A collaborative action research” funded from the European Union and national sources.

GRADUATE STUDENT SUPERVISION

Jale Atasalar, successfully graduated Ph.D. student, “The effectiveness of digital life responsibility program on the level of problematic internet use among middle school students”.

Görkem Aydın, successfully graduated Ph.D. student, “Student quality of motivation in Preparatory Year Programs in Turkey: Instructional and personal correlates”.

Bengu Cilali, successfully graduated Ph.D. student, “Pathways to Need-Supportive Instruction”.

Sinem Maden, successfully graduated Ph.D. student, “Fixed Mindset, Achievement Goals, Reconceptualized L2 Motivational Self System, Academic Buoyancy, Resilience and Success of English Preparatory Program Students at Turkish EMI Universities: A Structural Equation Modeling Study”.

Fotini Arvanitidou, Ph.D. candidate student, “Non-Verbal Communication in the Classroom: The Individual Characteristics of Teachers, the Motivational Style, and Their Relationship with Students' Psychological Needs”

Chrisovalantou Athanasiadou, Ph.D. candidate student, “The need-supportive or need-thwarting attitude of teachers, as expressed behaviorally and through vocal characteristics, and its relationship with students' participation and the quality of their motivation.”

Aysenur Alp, successfully graduated MA student, “Do culture and values predict students’ perceived classroom goal structures?”

Ayse Ozdemir, successfully graduated MA student, “Students’ achievement goals and underlying reasons: Their relation to intrinsic motivation and cheating”.

Saniye Yalcin, successfully graduated MA student, “Students’ motivation and their social adjustment in the classroom”.

Fulya Kahraman, successfully graduated MA student, “Predicting student task motivation: The role of endorsed achievement goal and personal characteristics”.

Leyla Goldfinger, successfully graduated MA student, “Teacher motivating style, students’ quality of motivation and striving in math”.

Burcin Gumus, successfully graduated MA student, “Student need satisfaction and learning strategies: The relation to mastery goals and underlying reasons”.

Ozge Karakas, successfully graduated MA student, “Is it promoted or endorsed achievement goals and underlying reasons that predict students’ intrinsic motivation?”.

Nazmiye Gür, successfully graduated MA student, “Observing teacher’s provision of achievement goal structures and students’ engagement”

Gokce Bulut, successfully graduated MA student, “Teacher’s autonomy support and provision of structure and students’ quality of motivation: An observational study”

Nehir Devrim, successfully graduated MA student, “An observational study of the relationship of teachers’ instructional behavior and student engagement”.

Idil Unuvar, successfully graduated MA student, “Do students engaged in physical activity perform better at school? The moderating role of motivation”

Aslihan Tugce Guler, successfully graduated MA student, “Quality of motivation, well-being and achievement in preparatory programs of English language: Implications for curriculum and instruction”.

Brent Dingler, successfully graduated MA student, “Facilitating students’ motivation in Preparatory Year Programmes in Turkey”.

Ecem Merve Dogdu, successfully graduated MA student, “Teacher and student interest, quality of motivation and engagement in content-based EAP classes”.

Kimiya Vayezi, successfully graduated MA student, “Peer-relatedness in elementary EFL classes: Its relation to student motivation and academic engagement”.

Ecenaz Selimhocaoglu, successfully graduated MA student, “High school teachers’ attitudes, perceptions and perceived competence regarding inclusive education for LGBT students: A Systematic literature review”.

Gulcehan Ceyhan, successfully graduated MA student, “The voice characteristics of an autonomy supportive and controlling teaching style”.

Zeynep Olgun Pamuk, successfully graduated MA student, “Mindfulness as an intervention in English teachers’ quality motivation for lesson preparation”.

Ezgi Sena Gurbuz, successfully graduated MA student, “Teaching style and personality traits as predictors of socio-affective learning strategies of university students”.

Izel Sari, successfully graduated MA student, “Perceived challenges and threats in math settings: Investigating the effects of cognitive reappraisal instructions on math anxiety”

Fotini Arvanitidou, successfully graduated MA student, “The verbal and non-verbal messages of teachers, as portrayed in cinema, and how they support or frustrate students' need for autonomy”

PARTICIPATION IN PH.D. MONITORING COMMITTEES

Servet Altan, successfully graduated Ph.D. student, "Teacher dispositions as habits of mind: Insights from a narrative inquiry into the significant life experiences of Turkish teachers".

Elif Kaya, successfully Ph.D. student, "An analysis of comparability of scores from computerized adaptive and paper and pencil format of a language proficiency test".

ADMINISTRATIVE EXPERIENCE

Chair of the research committee of the Department of Educational Sciences, Bilkent University

OTHER RELATED ACTIVITIES

Member of Editorial Boards

- Psychological Reports
- Educational Psychology: An International Journal of Experimental Educational Psychology

Invited reviewer in the following peer-reviewed journals

- Learning and Instruction
- Journal of Personality
- Journal of Experimental Psychology
- Learning and Individual Differences
- Teaching and Teacher Education
- Contemporary Educational Psychology
- Motivation and Emotion
- Journal of media and communication studies
- Psychophysiology
- PLOS ONE
- Journal of Sport Sciences and Medicine
- Physical Education and Sport Pedagogy
- Psychologica Belgica
- Social Psychology of Education
- PeerJ
- International Journal of Psychiatry in Clinical Practice

- Journal of Community and Applied Social Psychology
- Asian Pacific Journal of Education
- Educational Psychology: An International Journal of Experimental Educational Psychology
- Anxiety, Stress and Coping
- Journal of Adolescence
- Social Development

MEMBERSHIPS

- Chartered Member of the British Psychological Society
- European Association for Research on Learning and Instruction (EARLI)
- American Educational Research Association (AERA)

LANGUAGES

- Greek (mother tongue)
- English (proficient user)
- French (proficient user)