

# AIKATERINI (ALIKI) MICHOU

## PH.D., CPSYCHOL

Department of Philosophy, University of Ioannina

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Scopus Author ID: 37104494700

Scopus h-index: 11



### 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

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**EDUCATION**

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**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.

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**PROFESSIONAL DEVELOPMENT**

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**2007-2009**

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

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**PUBLICATIONS IN PEER-REVIEWED JOURNALS**

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Mouratidis, A., **Michou, A.**, Telli, S., Maulana, R., & Helms-Lorenz, M. (in press). No aspect of structure should be left behind in relation to student autonomous motivation. *British Journal of Education*. doi: 10.1111/bjep.12489 (SSCI, 2020 IF: 3.241).

**Michou, A.**, Altan, S., Mouratidis, A., Reeve, J., & Malmberg, L.-E. (in press). Week-to-week interplay between teachers’ motivating style and students’ engagement. *Journal of Experimental Education*. doi: 10.1080/00220973.2021.1897774 (SSCI, 2020 IF: 2.623).

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. doi: 10.1016/j.learninstruc.2020.101433 (SSCI, 2020 IF: 5.146).
- 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, 1782-1798 doi: 10.1002/pits.22542 (SSCI, 2020 IF: 1.774).
- Aydin, G. & **Michou, A.** (2020). Self-determined motivation and academic buoyancy as predictors of performance in normative settings. *British Journal of Educational Psychology*, 20, 964-980. doi: 10.1111/bjep.12338 (SSCI, 2020 IF: 3.241).
- 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. doi: 10.3389/fpsyg.2019.01624 (SSCI, 2020 IF: 2.990).
- Atasalar, J. & **Michou, A.** (2019). Coping and mindfulness: Mediators between need satisfaction and generalized problematic internet use. *Journal of Media Psychology*, 31, 110-115. doi:10.1027/1864-1105/a000230 (SSCI, 2020 IF = 1.634).
- 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. doi: 10.1016/j.lindif.2018.05.012 (SSCI, 2020 IF = 3.139).
- 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, 435-450. doi: 10.1080/01443410.2017.1402863 (SSCI, 2020 IF = 2.903).
- 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. doi: 10.1016/j.lindif.2017.11.017 (SSCI, 2020 IF = 3.139).
- 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. doi: 10.1016/j.cedpsych.2016.09.001 (SSCI, 2020 IF = 4.277).
- 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, 1160-1172. doi: 10.1080/01443410.2015.1109064 (SSCI, 2020 IF = 2.903).
- 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, 269–287. doi: 10.5334/pb.281. (SSCI, 2020 IF = 1.524).

**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. doi: 10.1016/j.paid.2016.05.028. (SSCI, 2020 IF = 3.004).

**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, 650-666. doi: 10.1111/bjep.12055. (SSCI, 2020 IF = 3.241).

**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. doi: 10.1016/j.paid.2014.06.004. (SSCI, 2020 IF = 3.004).

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, 895-910. doi: 10.1037/a0032838. (SSCI, 2020 IF = 5.805).

**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. doi: 10.1016/j.lindif.2012.09.005. (SSCI, 2020 IF = 3.139)

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. doi: 10.1016/j.lindif.2012.09.001. (SSCI, 2020 IF = 3.139)

Mouratidis, A. & **Michou, A.** (2011). Self-determined motivation and social achievement goals in children's emotions. *Educational Psychology*, 31, 67-86. doi: 10.1080/01443410.2010.518595. (SSCI, 2020 IF = 2.903).

Mouratidis, A. & **Michou, A.** (2011). Perfectionism, self-determined motivation, and coping among adolescent athletes. *Psychology of Sport and Exercise*, 12, 355-367. doi: 10.1016/j.psychsport.2011.03.006. (SSCI, 2020 IF = 4.785).

**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)

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## BOOKS AND CHAPTERS IN BOOKS

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- 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**

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- 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**

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- 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

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### **2020-2023 (in progress)**

Principal Investigator: "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

In collaboration with Dr. Mouratidis (Bilkent University) and Dr. Sayil (TED University), we received a grant of 200.000 euro from TUBITAK (National Scientific and Technological Research Council of Turkey) to study, in seven experimental studies followed by an intervention, whether benign social comparisons can facilitate cognitive functioning, intrinsic motivation, and engagement, provided they are endorsed out of adaptive reasons such as out of interest, challenge-seeking, or community contribution.

### **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

In collaboration with Dr. Mouratidis (TED University) and Dr. Sayil (TED University), we received a grant of 150.000 euro from TUBITAK (National Scientific and Technological Research Council of Turkey) to study longitudinally adolescents' academic success and well-being. In this project we follow a large cohort (N = 4000) of high school students as they head from the 10th grade to the national university entrance exams, at the end of 12th grade. Through a multiple-wave (twice per academic year) and a multiple-informant assessment protocol (which includes the adolescents, their parents, and their math and Turkish language teachers), we aim to unveil the key factors that predict adolescents' different trajectories (or

semester-to-semester fluctuations) on issues pertaining to students' engagement, school-related success, and well-being.

### **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.

A collaborative action research project carried out by seven mentors and six groups of teachers with their main objective being the development of students' self-awareness. The aim of the study was to unveil the opportunities which the action research provides for teachers' professional and students' personal development.

## **GRADUATE STUDENT SUPERVISION**

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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, Ph.D. student in progress, "Do teachers' growth mindset and autonomous motivation foster their need-supportive teaching style? ".

Reyhan Saglam, Ph.D. student in progress, "The impact of mathematics assessment approaches and practices in IGCSE and IBDP on student success at university mathematics".

Sinem Maden, Ph.D. student in progress, "The motivational factors of success in Preparatory Year English Language Programs in Turkey".

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”.

## **PARTICIPATION IN PH.D. MONITORING COMMITTEES**

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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**

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

## **OTHER RELATED ACTIVITIES**

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### **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**

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

### **LANGUAGES**

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