

Curriculum Vitae

NAME: Eleni Vasilaki, PhD

POSITION TITLE: Professor of Cognitive Psychology in Education, Department of Primary Education, School of Education, University of Crete (UoC); Vice Head of Department.

A) Education/ Training

INSTITUTION AND LOCATION	DEGREE / TRAINING (if applicable)	Completion Date	FIELD OF STUDY
Department of Psychology, University of Dundee, Scotland	PhD	1992	Psychology
Department of Education & Department of Psychology University of Edinburgh, Scotland	M. Ed	1986	Cognitive and Educational Psychology
University of Cambridge, Laboratory of Consciousness and Cognition, United Kingdom	Advanced research training	2017-now	Cognitive Psychology / Experimental Research
Medical Research Council (MRC) Cognition and Brain Sciences Unit, Cambridge, United Kingdom	Advanced research training	2013	Cognition and Brain Sciences

B) Short Bio

Eleni Vasilaki is Professor of Cognitive Psychology in Education at the Department of Primary Education, University of Crete, and currently Vice Head of the Department. She is an Educational Psychologist and Cognitive Scientist whose work lies at the intersection of cognitive psychology, educational psychology, neuroscience and the learning sciences. She studied Psychology at the University of Dundee and the University of Edinburgh in Scotland, and received advanced research training at the University of Cambridge, including the Laboratory of Consciousness and Cognition and the Medical Research Council Cognition and Brain Sciences Unit.

Her research examines how cognitive, emotional and motivational processes influence learning, academic achievement, self-regulation and well-being across educational settings. Her expertise includes working memory and academic performance, anxiety and mathematics anxiety, metacognition, self-regulated learning, cognitive load and multimedia learning, cognitive flexibility, psychometric assessment and validation, learning difficulties and inclusive education, positive education, growth mindset, mindfulness, educational well-being and happy schools.

A distinctive feature of her work is the application of advanced cognitive theories of emotion generation, Processing Efficiency Theory and Prototype Theory to the study of learning, emotional functioning and educational outcomes. Her research employs experimental, longitudinal, mixed-methods and psychometric approaches, and is characterized by interdisciplinary collaboration with psychologists, neuroscientists, educational researchers and technology specialists.

She has established long-standing collaborations with internationally renowned scholars and research groups, including the University of Cambridge, the Medical Research Council, the City University of New York (CUNY) and Royal Holloway University of London. She also develops and delivers English-taught courses through the Collaborative Online International Learning (COIL) framework, integrating internationalization-at-home practices and cross-cultural academic engagement into higher education.

Her current research agenda focuses on Human-Centered Artificial Intelligence in Education, Self-Regulated Learning, Social and Emotional Learning, Growth Mindset, Mindfulness, Educational Well-being, and the inclusion of vulnerable and underrepresented learners. Through her research, she seeks to develop evidence-based educational practices that promote academic success, psychological well-being and lifelong learning.

C) Key Research Areas

- Cognitive Psychology and Learning Sciences
- Working Memory and Academic Performance
- Mathematics Anxiety and Academic Emotions
- Cognitive Load, Multimedia Learning and Cognitive Flexibility
- Human-Centred AI in Education and Educational Technology
- Self-Regulated Learning, Metacognition and Study Strategies
- Growth Mindset and Educational Well-being
- Psychometric Assessment and Validation
- Learning Difficulties and Inclusive Education
- Mindfulness in Education and Resilience
- Happy schools and evidence-based educational interventions

D) Academic Leadership, Service and Internationalisation

- Vice Head of the Department of Primary Education, University of Crete (2023-2026); Head of Department (2013-2017).
- Member of the Postgraduate Studies Committee of UoC (2011-2012); Department External Evaluation Coordinator (2013-2014); Director of the PTDE Postgraduate Studies Programme and responsible for its reformation (2013-2015).
- Member and Vice Head of the Research Ethics Committee of UoC (2012-2018); Director of the Division of Educational Psychology and Research Methodology (2018-2019, 2020-2022); Director of the Psychology Lab (2018-2019).
- Member of the working group for the writing of the by-laws of UoC (2024-2025); member of the Strategic Planning Committee of UoC (2024-2027); member of the Quality Assurance Committee of UoC (2024-).
- Has signed Erasmus agreements and memoranda of collaboration with schools in Greece and abroad, including an Erasmus agreement with the School of Educational Sciences, Tallinn University, and Erasmus Placement opportunities for graduates of the Department of Primary Education in Greek schools in Imbros Island, Turkey, a MoU with CUNY University in New York.
- Has organised summer schools and international scientific events, including STAR2006 and ASSC25, contributing to the international visibility of the Department.

E) Recent Related Publications

Recent related publications to (a) cognitive and educational psychology, (b) learning, well-being and self-regulation, and (c) educational technology, cognitive load and human-centred AI in education.

1. Vasilaki, E., & Anastasakis, M. (2026). The development of mathematics anxiety as a process of appraisal . *Psychology: The Journal of the Hellenic Psychological Society*, 31(1), 229–250. https://doi.org/10.12681/psy_hps.45303
2. Vasilaki, E., & Mavrogianni, A. (2025). Extending Cognitive Load Theory: The CLAM Framework for Biometric, Adaptive, and Ethical Learning. *Psychology International*, 7(2), 40. <https://doi.org/10.3390/psychoint7020040>
3. Vasiou, A., Vasilaki, E., Veloni, M., Smaropoulou, C., & Gkontelos, A. (2026). Steps to University Students' Well-Being: The Role of Psychological Needs Satisfaction and Peace of Mind. *International Journal of Applied Positive Psychology*, 11, 23. <https://doi.org/10.1007/s41042-026-00298-6>
4. Vasiou, A., Gkontelos, A., Vasilaki, E., Veloni, M., & Vaiopoulou, J. (2026). Early Trajectories into Academia: A Thematic Analysis of First-Year University Students' Expectations and Experiences of Transition in Greece. *Education Sciences*, 16(2), 276. <https://doi.org/10.3390/educsci16020276>
5. Vasiou, A., Altan, S., Vasilaki, E., Mavrogianni, A., Vleioras, G., & Gkontelos, A. (2026). Ecologically negotiated student motivation: a multi-perspective qualitative study through self-determination theory and ecological systems theory. *Social Psychology of Education*, 29, 37. <https://doi.org/10.1007/s11218-026-10204-2>
6. Vasiou, A., Altan, S., Vasilaki, E., Mavrogianni, A., Vleioras, G., Anastasakis, M., & Mastrothanas, K. (2026). Does Support Meet the Need? A Focus Group Study on Parental Support and Students' Psychological Need Satisfaction in a Minority School Context. *Healthcare*, 14(8), 1082. <https://doi.org/10.3390/healthcare14081082>
7. Assariotaki, M., Vasilaki, E., & Vasiou, A. (2026). Youth Creativity in Arts-Based Interventions Guided by the 7Cs Model of Positive Youth Development. *Discover Education*. <https://doi.org/10.1007/s44217-026-01692-7>
8. Filippatou, D., Archoleka, V., & Vasilaki, E. (2025). Cognitive processes and academic emotions of secondary education students with specific learning difficulties: A qualitative study. *Psychology: The Journal of the Hellenic Psychological Society*, 30(2), 92–115. https://doi.org/10.12681/psy_hps.41003
9. Vasiou, A., & Vasilaki, E., Mastrothanas, K., & Gkontelos, A. (2025). Behind University Students' Academic Success: Exploring the Role of Emotional Intelligence and Cognitive Test Anxiety. *Trends in Higher Education*, 4(3), 56. <https://doi.org/10.3390/higheredu4030056>
10. Mavrogianni, A., Vasilaki, E., Linardakis, M., Vasiou, A., & Mastrothanas, K. (2025). Interactive multimedia environment intervention with learning anxiety and metacognition as achievement predictors. *Psychology International*, 7(1), Article 2. <https://doi.org/10.3390/psychoint7010002>
11. Mavrogianni, A., Vasilaki, E., & Grydaki, M. (2025). Determinants of students' attitude toward history: An empirical approach. In Y. Dimotikalis & C. H. Skiadas (Eds.), *Data analysis and related applications 5: Models, methods and techniques* (Vol. 13, Chapter 14). Wiley. <https://doi.org/10.1002/9781394401604.ch14>
12. Mavrogianni, A., & Vasilaki, E. (2025). Alice and the risky wonderland: Pedagogical agents in dual roles. In T. Touloupis, A. Sofos, & A. Vasiou (Eds.), *Students' online risk behaviors: Psychoeducational predictors, outcomes, and prevention* (pp. 341-366). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-4191-9.ch014>
13. Mavrogianni, A., & Vasilaki, E. (2026). Mindfulness and cognitive load in adaptive multimedia environments. In E. Vasilaki & Ai. Vasiou (Eds.), *Mindfulness in education: Enhancing learning and well-being*. Pedio.
14. Vasilaki, E., & Mavrogianni, A. (2026). Cognitive gains through mindfulness: Enhancing attention and memory. In E. Vasilaki & Ai. Vasiou (Eds.), *Mindfulness in education: Enhancing learning and well-being*. Pedio.
15. Mavrogianni, A., Vasilaki, E., Spantidakis, G., & Yachnakis, E. (2023). Psychometric evaluation of the revised Metacognitive Awareness of Reading Strategies Inventory MARS-2fR. *Themes in Education Sciences*, 2(2), 42-66. <https://doi.org/10.12681/thea.33822>
16. Mavrogianni, A., Vasilaki, E., & Spantidakis, G. (2023). Pedagogical agents as fading-guidance assistants for the development of metacognitive strategies. *Dialogues! Theory and Practice in Education Sciences*, 9, 90-114. <https://doi.org/10.12681/dial.36288>
17. Mavrogianni, A., Vasilaki, E., Sarris, A., & Yachnakis, E. (2021). Do computer and foreign language literacy affect native language (L1) reading strategies? *Advances in Social Sciences Research Journal*, 8(6), 543-559. <https://doi.org/10.14738/assrj.86.10469>
18. Mavrogianni, A., Vasilaki, E., Spantidakis, G., Sarris, A., Papadaki-Michailidi, E., & Yachnakis, E. (2020). An alternative factorization of the Metacognitive Awareness of Reading Strategies Inventory associated with the Greek national curriculum and its psychometric properties. *Creative Education*, 11(8), 1299-1323. <https://doi.org/10.4236/ce.2020.118096>

F) Ongoing Related Projects

1. Science for Growth - Empowering Minds (STEPS), Horizon Europe - Marie Skłodowska-Curie Actions, GA No. 101305402, 01/06/2026-30/05/2028. Role: Member of the scientific team. Scope: growth mindset-based training interventions, psychometric tools and professional development support for researchers and educators. Funding: EUR 350,000.
2. What Makes Teachers Happy at Work? A Latent Profile Analysis among Teachers' Irrational Beliefs and Psychological Needs Satisfaction (TEACH-HAPPINESS), Research Funding Programme of the Special Account for Research Funds of UoC, Category D - Support for Early-Career Faculty Members, 24/09/2025-30/09/2028. Role: Member of the scientific team. Funding: EUR 15,000.
3. School Events, Cognitive and Affective Parameters in Children with Learning Disabilities (LD): Exploration of an Integrated Cognitive Model of Emotional Development, 2024-2027. Role: Scientific team. Funding: EUR 15,000, ELKE UoC.

G) Selected Contributions

- Combines academic leadership with an active research agenda in cognitive psychology, educational psychology, neuroscience and the learning sciences.
- Contributes to strategic planning, quality assurance, curriculum development, postgraduate studies reform and internationalisation at the University of Crete.
- Supports the establishment of international partnerships, Erasmus agreements, memoranda of collaboration, summer schools and research networks.
- Develops English-taught COIL activities and cross-cultural academic engagement in collaboration with the City University of New York (CUNY).
- Applies experimental, longitudinal, mixed-methods and psychometric approaches to learning, emotion, self-regulation and educational outcomes.

- Contributes to psychometric assessment and validation, evidence-based educational interventions, inclusive education and support for vulnerable learners.
- Connects cognitive load, multimedia learning, mindfulness, growth mindset, positive education, educational well-being and human-centred AI in education.
- Works toward educational practices that promote academic success, psychological well-being and lifelong learning across educational settings.

More information: https://ptde.edc.uoc.gr/el/personnel/item/100-eleni-vasilaki_el