

# Curriculum Vitae

## Personal Information

Name **Plousia Misailidi**  
Work Address School of Humanities, Hellenic Open University, 18 Aristotelous St, 263 35 Patra, Greece  
E-mail [pmisaili@eap.gr](mailto:pmisaili@eap.gr)

## Work Experience

Dates September 2025 – now  
Occupation or position held *Professor of Developmental Psychology*  
Main activities and responsibilities Teaching postgraduate courses in Developmental Psychology; supervising graduate student projects; conducting research; administrative duties  
Name and address of employer School of Humanities, Hellenic Open University, 18 Aristotelous St, 263 35 Patra, Greece

Dates 2021 – September 2025  
Occupation or position held *Professor of Developmental Psychology*  
Main activities and responsibilities Teaching undergraduate and postgraduate courses in Developmental Psychology; supervising graduate student projects; conducting research; administrative duties  
Name and address of employer Department of Primary Education, School of Education, University of Ioannina, GR-45110 Ioannina, Greece

Dates 2015 – 2021  
Occupation or position held *Associate Professor of Developmental Psychology*  
Main activities and responsibilities Teaching undergraduate and postgraduate courses in Developmental Psychology; supervising graduate student projects; conducting research; administrative duties  
Name and address of employer Department of Primary Education, School of Education, University of Ioannina, GR-45110 Ioannina, Greece

Dates 2003 – 2015  
Occupation or position held *Assistant Professor of Developmental Psychology*  
Main activities and responsibilities Teaching undergraduate and postgraduate courses in Developmental Psychology; supervising graduate student projects; conducting research; administrative duties  
Name and address of employer Department of Primary Education, School of Education, University of Ioannina, GR-45110 Ioannina, Greece

Dates 1999 – 2003  
Occupation or position held *Lecturer*  
Main activities and responsibilities Teaching undergraduate courses in Developmental Psychology; supervising graduate student projects; conducting research; administrative duties  
Name and address of employer Department of Primary Education, School of Education, University of Ioannina, GR-45110 Ioannina, Greece

## Relevant Education & Training

Date 1996  
Title of qualification awarded *Ph.D in Psychology*  
Principal subjects/occupational skills covered Psychology  
Title: Theory of mind and social deficits in autism  
Name and type of organisation providing education and training Institute of Education, University of London, UK

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|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                                           | 1996                                                                                                                                                                                                                                                                                        |
| Title of qualification awarded                                 | <i>Bachelor's degree in Psychology</i><br>[Following the successful completion of required supplementary courses and written examinations, DIKATSA / DOATAP officially recognized my Diploma and MA qualifications, listed below, as equivalent to a Greek University Degree in Psychology] |
| Principal subjects/occupational skills covered                 | Psychology                                                                                                                                                                                                                                                                                  |
| Name and type of organisation providing education and training | Institute of Education, University of London, UK [DIKATSA – Hellenic Ministry of Education]                                                                                                                                                                                                 |
| Date                                                           | 1990                                                                                                                                                                                                                                                                                        |
| Title of qualification awarded                                 | <i>MA in Developmental Psychology</i>                                                                                                                                                                                                                                                       |
| Principal subjects/occupational skills covered                 | Developmental Psychology                                                                                                                                                                                                                                                                    |
| Name and type of organisation providing education and training | Institute of Education, University of London, UK                                                                                                                                                                                                                                            |
| Date                                                           | 1989                                                                                                                                                                                                                                                                                        |
| Title of qualification awarded                                 | <i>Diploma in Education</i>                                                                                                                                                                                                                                                                 |
| Principal subjects/occupational skills covered                 | Educational Psychology, Developmental Psychology                                                                                                                                                                                                                                            |
| Name and type of organisation providing education and training | Institute of Education, University of London, UK                                                                                                                                                                                                                                            |

## Technical Skills & Competencies

- Reviewed manuscripts submitted for publication in national and international peer-reviewed journals, including: Cognitive Development, Educational Psychology, International Journal of Behavioral Development, Metacognition and Learning, Learning and Instruction, Journal of Nonverbal Behavior, Journal of Experimental Child Psychology and others.
- Reviewed poster and oral presentation abstracts submitted to be presented in national and European 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., Fonds de la Recherche Scientifique - F.N.R.S., Hellenic Ministry of Education).

## Representative Publications

### Books

- Misailidi, P. (2003). *Children's theory of mind*. Tipothito-Dardanos. [in Greek]

### Edited Volumes

- Efklides, A. & Misailidi, P. (Eds.) (2010). *Trends and prospects in metacognition research*. Springer.
- Misailidi, P. (Guest Editor) (2005). Young children's theory of mind. (Special Issue). *Hellenic Journal of Psychology* (Vol 2, 1).
- Brouzos, A., Misailidi, P., & Efklides, A. (Ed.) (2009). Studies in psychological assessment. *Annals of the Psychological Society of Northern Greece*, Vol. 7. [in Greek]

## Representative Book Chapters

- Misailidi**, P. (2021). Understanding cognitive mental states and emotions in early childhood: Dissociation and interconnectedness. In D. Moraitou & P. Metallidou (Eds.), *Trends and prospects in metacognition research across the life span. A tribute to Anastasia Efklides* (pp. 211–228). Netherlands: Springer.
- Efklides, A., & **Misailidi**, P. (2019). Emotional self-regulation in the early years: The role of cognition, metacognition and social interaction. In D. Whitebread (Ed.), *SAGE Handbook of developmental psychology and early childhood education*. Sage Publication.
- Misailidi**, P. (2010). Children's metacognition and theory of mind: Bridging the gap. In A. Efklides & P. Misailidi (Eds.), *Trends and prospects in metacognition research* (pp. 279–292). New York: Springer.
- Kornilaki, A. & **Misailidi**, P. (2010). Theory of mind in autism: Development, neurological basis and intervention. In A. Kornilaki, M. A. Kypriotaki, & G. Manolitsis (Ed.), *Early intervention: An interdisciplinary approach* (pp. 69–92). Athens: Pedio. [in Greek]

### **Representative Papers in Refereed Journals**

- Misailidi**, P., & Chaliassos, V. (2026). Predicting adaptive and maladaptive narcissistic traits from theory of mind and empathy in early adolescence. *Journal of Early Adolescence*, Article e, 1–35. <https://doi.org/10.1177/02724316261485874>
- Iordanou, K., Metallidou, P., **Misailidi**, P., Vogazianos, P., Koutselini, M., Papaleontiou-Louca, E., Georgiou, D., Zsigmond, I., Bálint, Á., & Vaz Rebelo, P. (2026). Teachers' personal and teaching epistemic practices: A four-country survey and interview exploration of argumentation implementation. *Higher Education Quarterly*, 80(2), Article e70106. <https://doi.org/10.1111/hequ.70106>
- Kelesidou, S., Bonoti, F., Abakoumkin, G., & **Misailidi**, P. (2025). Gender-stereotypical attribution of fear and fearlessness in preschool children. *British Journal of Developmental Psychology*, 43(3), 629–644. <https://doi.org/10.1111/bjdp.12539>
- Misailidi**, P., Zimmermann, P., Gelou, I., Barbatsi, K. & Bonoti, F. (2025). Theory of mind and emotion regulation in school-aged children: Associations with parental reflective functioning, *Social Development*, 34(1), e12782. <https://doi.org/10.1111/sode.12782>
- Misailidi**, P. & Chaliassos, V. (2025). Relationship between shame and theory of mind in early adolescence: The mediating role of private and public self-consciousness. *Cognition and Emotion*, 39, 1149–1157. <https://doi.org/10.1080/02699931.2024.2434146>
- Misailidi**, P., & Kapsali, K. (2022). Second-order theory of mind as a predictor of children's guilt proneness. *Journal of Moral Education*, 51(3), 370–386. <https://doi.org/10.1080/03057240.2020.1854205>
- Misailidi**, P., & Tsiara, E. (2021). Conscience and theory of mind in children aged 4 to 7 years. *Journal of Experimental Child Psychology*, 203, e105007. <https://doi.org/10.1016/j.jecp.2020.105007>
- Misailidi**, P., Brouzos, A., Vassilopoulos, S. P., Delliou, M., & Baourda, V. C. (2021). Conversations about guilt and mental states can improve young children's performance on the happy victimizer task. *Cognitive Development*, 60, e101094. <https://doi.org/10.1016/j.cogdev.2021.101094>
- Vassilopoulos, S. P., Vlachou, E., Brouzos, A., Moberly, N., **Misailidi**, P., & Diakogiorgi, K. (2021). Ability to distinguish genuine from non-genuine smiles in children aged 10- to 12-years: Associations with peer status, gender, social anxiety and level of empathy. *Hellenic Journal of Psychology*, 18, 1–18. <https://doi.org/10.26262/hjp.v18i1.7978>
- Misailidi**, P. (2020). Understanding internal and external shame in childhood: The role of theory of mind. *European Journal of Developmental Psychology*, 17(1), 19–36. <https://doi.org/10.1080/17405629.2018.1514296>
- Misailidi**, P. (2018). Individual differences in children's understanding of guilt: Relations with mental state understanding. *Journal of Genetic Psychology*, 179(4), 219–229. <https://doi.org/10.1080/00221325.2018.1474848>
- Misailidi**, P., & Kosta, A. (2016). Comprehension of emotion metaphors and theory of mind in children aged 5- to 9-years. *Hellenic Journal of Psychology*, 13, 131–155. [in Greek]
- Bonoti, F., & **Misailidi**, P. (2015). Social emotions in children's human figure drawings: Drawing shame, pride and jealousy. *Infant and Child Development*, 24, 661–772. <https://doi.org/10.1002/icd.1918>
- Misailidi**, P., & Kornilaki, A. (2015). Development of afterlife beliefs in childhood: Relationship to parent beliefs and testimony. *Merrill Palmer Quarterly*, 61(2), 289–317. <https://digitalcommons.wayne.edu/mpq/vol61/iss2/4>
- Brouzos, A., **Misailidi**, P., & Hadjimattheou, A. (2014). Associations between emotional intelligence, socio-emotional adjustment and academic achievement in childhood: The influence of age. *Canadian Journal of School Psychology*, 29(2), 83–99. <https://psycnet.apa.org/doi/10.1177/0829573514521976>
- Misailidi**, P., & Bonoti, F. (2014). Children's expressive drawing strategies: The effects of mood, age and topic. *Early Child Development and Care*, 184(6), 882–896. <https://doi.org/10.1080/03004430.2013.823409>
- Misailidi**, P., Papoudi, D., & Brouzos, A. (2013). Mind what teachers say: Kindergarten teachers' use of mental state language during picture-story narration. *Early Education and Development*, 24(8), 1161–1174. <https://doi.org/10.1080/10409289.2013.765787>
- Vassilopoulos, S., Blackwell, S., **Misailidi**, P., Kyritsi, A., & Ayfanti, M. (2013). The differential effects of written and spoken presentation for the modification of the interpretation of judgemental bias. *Behavioural and Cognitive Psychotherapy*, 42(5), 535–554. <https://doi.org/10.1017/S1352465813000301>
- Misailidi**, P., Bonoti, F., & Savva, G. (2012). Representations of loneliness in children's drawings. *Childhood*, 19(4), 523–538. <https://doi.org/10.1177/0907568211429626>
- Misailidi**, P. (2011). Understanding metacognitive terms and theory of mind: An empirical investigation of their relationship in preschool years. *Hellenic Journal of Psychology*, 8, 168–192. [in Greek]

- Misailidi**, P., & Bonoti, F. (2008). Emotion in children's art: Do young children understand the emotions expressed in other children's drawings? *Journal of Early Childhood Research*, 6, 189–200. <https://doi.org/10.1177/1476718X08088677>
- Misailidi**, P. (2007). Children's understanding of display rules: The role of second-order intentions. *Hellenic Journal of Psychology*, 4, 36–51.
- Misailidi**, P. (2007). Individual differences in theory of mind development: The role of early social experiences in the family. *Annals of the Psychological Society of Northern Greece*, 5, 113–132. [in Greek]
- Misailidi**, P. (2005). Development of theory of mind in early childhood: Review of contemporary research and theory. *Social Science Tribune*, 42, 75–90. [in Greek]
- Bonoti, F., & **Misailidi**, P. (2006). Children's developing ability to depict emotions in their drawings. *Perceptual and Motor Skills*, 103(2), 495–502. <https://doi.org/10.2466/pms.103.2.495-502>
- Misailidi**, P. (2006). Young children's display rule knowledge: Understanding the distinction between apparent and real emotions and the motives underlying the use of display rules. *Journal of Social Behavior and Personality*, 34, 1285–1295. <https://doi.org/10.2224/sbp.2006.34.10.1285>
- Misailidi**, P. (2005). The concept of intention in autism: The ability of children with autism to distinguish prior intention from action and intention in action from bodily movement. *Hellenic Journal of Psychology*, 2, 59–79.
- Mikropoulos, T. A., **Misailidi**, P., & Bonoti, F. (2003). Attributing human properties to computer artifacts: Developmental changes in children's understanding of the animate-inanimate distinction. *Psychology: The Journal of the Hellenic Psychological Society*, 10, 53–64.

### **Conferences**

Participation in more than 100 national, European, and international conferences, including paper, poster, and symposium presentations, as well as the organization of several symposia. Conferences have been organized by, among others, the British Psychological Society (Developmental Section), the European Conference on Developmental Psychology, the EARLI SIG-16: Metacognition and Learning, the European Network for Social and Emotional Competence (ENSEC), the Hellenic Psychological Society (HPS) and the Psychological Society of Northern Greece (PSEVE).

### **Other Professional Activities**

- Member of the Editorial Board of the *Metacognition and Learning* journal (2020-2026)
- Member of the Editorial Board of the *Hellenic Journal of Psychology* (2004-2014)
- Member of the Editorial Board of the *Scientific Annals of the Psychological Society of Northern Greece* (2009-2012)
- Member of the scientific and organizing committees in Developmental Psychology conferences
- Delivered several seminars, and workshops focusing on psychologists' teachers' and school principals' professional development

### **Community Service**

- Partnered with local schools and parents' associations to deliver invited seminars and workshops on Developmental Psychology topics to parents