

ΑΘΑΝΑΣΙΟΥ Α. ΜΟΥΡΑΤΙΔΗ

Φυσική Αγωγή και Αθλητισμός

MSc, PhD (ΔΠΘ)

Επίκουρος Καθηγητής στη Στατιστική

Επεξεργασία Ποσοτικών & Ποιοτικών

Δεδομένων στη Φ.Α. & Αθλητισμό

Σχολής Επιστήμης Φυσικής Αγωγής &

Αθλητισμού

ΕΘΝΙΚΟΥ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ

ΒΙΟΓΡΑΦΙΚΟ ΣΗΜΕΙΩΜΑ

Α Θ Η Ν Α

Αύγουστος 2021

I. ΑΤΟΜΙΚΑ ΣΤΟΙΧΕΙΑ

ΟΝΟΜΑΤΕΠΩΝΥΜΟ : ΜΟΥΡΑΤΙΔΗΣ ΑΘΑΝΑΣΙΟΣ του Αλεξίου
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II. ΕΚΠΑΙΔΕΥΣΗ

- 1988: Πτυχίο Φυσικής Αγωγής και Αθλητισμού: Τμήμα Επιστήμης Φυσικής Αγωγής και Αθλητισμού- ΑΠΘ
- 1996: Πτυχίο Φυσικοθεραπείας: Τμήμα Φυσικοθεραπείας – Διεθνές Πανεπιστήμιο Ελλάδος (πρώην Αλεξάνδρειο Τεχνολογικό Εκπαιδευτικό Ίδρυμα Θεσσαλονίκης)
- 2002: Μεταπτυχιακό Δίπλωμα στην Αθλητική Ψυχολογία & τον Αθλητισμό: Τμήμα ΦΑ & Αθλητισμού, Καθολικό Πανεπιστήμιο του Λούβεν, Βέλγιο
- 2009: Διδακτορικό Δίπλωμα στην Αθλητική Ψυχολογία & τον Αθλητισμό: Τμήμα ΦΑ & Αθλητισμού, Καθολικό Πανεπιστήμιο του Λούβεν, Βέλγιο, 2002

III. ΔΙΔΑΚΤΙΚΟ ΕΡΓΟ

- Επίκουρος Καθηγής στο Πανεπιστήμιο στο Τμήμα Ψυχολογίας, Πανεπιστήμιο του Bilkent
- Επίκουρος Καθηγής στο Πανεπιστήμιο στο Τμήμα Ψυχολογίας, Πανεπιστήμιο του TED
- Επίκουρος Καθηγής στο Πανεπιστήμιο στο Τμήμα Ψυχολογίας, Πανεπιστήμιο του Hacettepe
- Επιμορφωτικά σεμινάρια σε προηγμένες στατιστικές αναλύσεις για Διδακτορικούς και Μετα-διδακτορικούς ερευνητές στο Πανεπιστήμιο της Γάνδης (2015 & 2018)
- Επιμορφωτικά σεμινάρια σε προηγμένες στατιστικές αναλύσεις για Διδακτορικούς και Μετα-διδακτορικούς ερευνητές στο Πανεπιστήμιο της Λίμα (2015 & 2019)
- Εκπαιδευτικός Φυσικής Αγωγής στην Πρωτοβάθμια Εκπαίδευση, 1999-2005.
- Εκπαιδευτικός Φυσικής Αγωγής στην Πρωτοβάθμια Εκπαίδευση, 1996-1999.

IV. ΜΕΛΟΣ ΕΠΙΤΡΟΠΩΝ

Ακαδημαϊκών

α. Επταμελείς εξεταστικές

Μέλος επιτροπής (κριτής) σε Διδακτορική Διατριβή υποψηφίου στο Τμήμα Ψυχολογίας στο Πανεπιστήμιο της Coimbra (Πορτογαλία). Μάιος 2015.

β. Τριμελείς εξεταστικές

Μέλος τριμελών εξεταστικών επιτροπών σε διάφορες Μεταπτυχιακές Εργασίες.

Διοικητικών

V. ΚΟΙΝΩΝΙΚΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑ

Δημόσιες Επιστημονικές Διαλέξεις

- Προσκεκλημένος σε διάφορα Πανεπιστημιακά Τμήματα για επιστημονικές διαλέξεις και σεμινάρια με θεματολογία τα κίνητρα στην Εκπαίδευση και τον Αθλητισμό.

Διάφορα

- Προπονητής Κωπηλασίας (1990- 1995) στον Ναυτικό Όμιλο Θεσσαλονίκης
- Αθλητής κωπηλασίας (1980-1988), μέλος των εθνικών ομάδων (1984-88)

VI. ΔΙΑΚΡΙΣΕΙΣ

- Βραβείο καλύτερου κριτή για το έτος 2014 για το επιστημονικό περιοδικό Journal of Sport & Exercise Psychology
- Βραβείο καλύτερου κριτή για το έτος 2017 για το επιστημονικό περιοδικό Physical Education and Sport Pedagogy
- Βραβείο καλύτερου κριτή για το έτος 2018 για το επιστημονικό περιοδικό Sport, Exercise and Performance Psychology

VII. ΕΠΙΣΤΗΜΟΝΙΚΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑ

Συμμετοχή σε Συνέδρια-Σεμινάρια

Συμμετοχή σε διάφορα διεθνή επιστημονικά συνέδρια

Ερευνητική δράση

A· Βοθητική

B· Αυτόνομη - χρηματοδοτούμενη

- 2015: TUBITAK-1001 (National Scientific and Technological Research Council of Turkey) (Mouratidis, A., Principal Investigator) ~ €150,000.
Project title: Different resources, different trajectories: A three-year longitudinal project to study adolescents' academic success and well-being as a function of personal, classroom, and family characteristics.
- 2020: TUBITAK-1001 (National Scientific and Technological Research Council of Turkey) (Mouratidis, A., Principal Investigator). ~ €75,000
Project title: Let's Keep the Baby but not the Bathwater: Distinguishing Benign from Harsh Social Comparisons in the Era of High Competition.

Καθοδήγηση μεταπτυχιακών εργασιών

Βρίσκονται σε εξέλιξη δύο μεταπτυχιακές εργασίες οι οποίες διαπραγματεύονται θέματα παρακίνησης.

Μεταπτυχιακές Διατριβές (διεκπεραιωμένες)

- Aysenur Demircioglu, Τμήμα Ψυχολογίας Πανεπιστήμιο του Hacettepe.
Έτος απονομής μεταπτυχιακού τίτλου: 2017.
Τίτλος μεταπτυχιακής εργασίας: "The correlates of student's motivation with the framework of achievement goal theory: motivation in the classroom, sociodemographic background, and student's achievement goals as predictors of their academic achievement"
- Gulfem Tanrikulu, Τμήμα Ψυχολογίας Πανεπιστήμιο του TED. Έτος απονομής μεταπτυχιακού τίτλου: 2018.
Τίτλος μεταπτυχιακής εργασίας: "I need to be updated: Fear of missing out and its antecedents as predictors of adolescents' and emerging adults' aspects of social media addiction"
- Zeynep Yildizhan Τμήμα Ψυχολογίας Πανεπιστήμιο του TED.
Έτος απονομής μεταπτυχιακού τίτλου: 2019.
Τίτλος μεταπτυχιακής εργασίας: "Risk and protective factors in the relation between early maladaptive schemas and adulthood psychological well-being"
- Selin Damla Ozcan, Τμήμα Ψυχολογίας Πανεπιστήμιο του TED.
Έτος απονομής μεταπτυχιακού τίτλου: 2019.

Τίτλος μεταπτυχιακής εργασίας: “Adolescents’ eating behaviors in the era of social media: The role of social comparison, body satisfaction and need satisfaction”

□ Kenver Cakmak, Τμήμα Ψυχολογίας Πανεπιστήμιο του TED.

Έτος απονομής μεταπτυχιακού τίτλου: 2019.

Τίτλος μεταπτυχιακής εργασίας: “Perceived parenting behaviors, needs satisfaction, and well-being among adolescents: The role of cultural variation”

Διδακτορικές Διατριβές (διεκπεραιωμένες)

□ Συνεπιβλέπων του Drs. Jochen Delrue, Τμήμα Ψυχολογίας, Πανεπιστήμιο της Γάνδης. Έτος απονομής διδακτορικού τίτλου: 2018.
Τίτλος διδακτορικής διατριβής: “The role of motivational coaching in youth sports: A cross-sectional and experimental study”

□ Συνεπιβλέπων της Drs. Aylin Kocak, Τμήμα Ψυχολογίας, Πανεπιστήμιο του Hacettepe. Έτος απονομής διδακτορικού τίτλου: 2018.

Τίτλος διδακτορικής διατριβής: “The Effects of Healthy Communication and Conflict Resolution on Adolescents’ Well-being: An Intervention Program through the Family Systems Approach Model”

VIII. ΔΗΜΟΣΙΕΥΜΕΝΟ ΕΡΕΥΝΗΤΙΚΟ ΕΡΓΟ

Μεταπτυχιακή Εργασία

Mouratidis, A. (2002). Group Development in the Physical Education Class. Τμήμα Επιστήμης Φυσικής Αγωγής και Αθλητισμού, Καθολικό Πανεπιστήμιο του Λούβεν, Βέλγιο.

Διδακτορική Διατριβή

Mouratidis, A. (2009). “In Search of Quality of Motivation: Antecedents and Correlates of Autonomous Motivation and Achievement Goals in Sport and Physical Education”. Τμήμα Επιστήμης Φυσικής Αγωγής και Αθλητισμού, Καθολικό Πανεπιστήμιο του Λούβεν, Βέλγιο.

Πλήρεις δημοσιεύσεις (επιστημονικά περιοδικά)

Παρακίνηση στη Φυσική Αγωγή

1. Leo, F. M., Mouratidis, A., Pulido, J. J., López-Gajardo, M. A., & Sánchez-Oliva, D. (2020). Perceived teachers’ behavior and students’ engagement in physical education: The mediating role of basic psychological needs and self-determined motivation. *Physical Education and Sport Pedagogy*, 1-18.

<http://doi.org/10.1080/17408989.2020.1850667>

2. Haerens, L., Aelterman, N., Cardon, G., Krijgsman, C. A., Borgooouts, L., & Mouratidis, A. (2018). How does knowledge of the assessment criteria relate to adolescents' motivation in physical education? A self-determination theory approach. *European Physical Education Review*, 25, 983-1001.
<http://doi.org/10.1177/1356336X18783983>
3. Bartholomew, K. J., Ntoumanis, N., Mouratidis, A., Katartzi, E., Thøgersen-Ntoumani, C., & Vlachopoulos, S. (2018). Beware of your teaching style: A school-year long investigation of controlling teaching and student motivational experiences. *Learning and Instruction*, 53, 50-63.
<http://dx.doi.org/10.1016/j.learninstruc.2017.07.006>
4. Mouratidis, A., Barkoukis V., & Tsorbatzoudis, C. (2015). The relation between balanced need satisfaction and adolescents' motivation in physical education. *European Physical Education Review*, 21, 421-431.
<http://doi.org/10.1177/1356336x15577222>
5. Mouratidis, A., Vansteenkiste, M., Sideridis, G., & Lens, W. (2011). Vitality and interest-enjoyment as a function of class-to-class variation in need-supportive teaching and pupils' autonomous motivation. *Journal of Educational Psychology*, 103, 353-366. <http://doi.org/10.1037/a0022773>
6. Mouratidis, A., Lens, W., & Sideridis, G. (2010). On the differentiation of achievement goal orientation in physical education: A Rasch analysis approach. *Educational Psychology*, 30, 671-697. <http://doi.org/10.1080/01443410.2010.500281>
7. Mouratidis, A., Vansteenkiste, M., Lens, W., & Vanden Auweele, Y. (2009). Beyond positive and negative affect: Achievement goals and discrete emotions in the elementary physical education classroom. *Psychology of Sport and Exercise*, 10, 336-343. <http://doi.org/10.1016/j.psychsport.2008.11.004>

Παρακίνηση στον Αθλητισμό και στη Φυσική Δραστηριότητα

8. Sánchez-Oliva, D., Mouratidis, A., Leo, F. M., Chamorro, J. L., Pulido, J. J., & García-Calvo, T. (2020). Understanding physical activity intentions in physical education context: A multi-level analysis from the self-determination theory. *International Journal of Environmental Research and Public Health*, 17, 799.
<http://doi.org/10.3390/ijerph17030799>
9. Delrue, J., Mouratidis, A., Haerens, L., Vande Broek G., & Gevaert, K., & Vansteenkiste, M. (2017). A game-to-game investigation of the relation between need-supportive and need-thwarting coaching and moral behavior in soccer. *Psychology of Sport and Exercise*, 31, 1-10.
doi: <http://dx.doi.org/10.1016/j.psychsport.2017.03.010>
10. Delrue, J., Mouratidis, A., Haerens, L., Muynck, G.-J., Aelterman, N., & Vansteenkiste, M. (2016). Intrapersonal achievement goals and underlying reasons

- among long distance runners: Their relation with race experience, self-talk, and running time. *Psychologica Belgica*, 56, 288-310. <http://dx.doi.org/10.5334/pb.280>
11. Mouratidis, A., & Lens, W. (2015). Adolescents' psychological functioning at school and in sports: The role of future time perspective and domain-specific and situation-specific self-determined motivation. *Journal of Social and Clinical Psychology*, 34, 643-673. <http://doi.org/10.1521/jscp.2015.34.8.643>
 12. García-Calvo, T., Leo, F. M., Sánchez-Miguel, P. A., González-Ponce, I., Mouratidis, A., & Ntoumanis, N. (2014). Perceived coach-created and peer-created motivational climate and their associations with team cohesion and athlete satisfaction: Evidence from a longitudinal study. *Journal of Sports Sciences*, 32, 1738-1750. <http://doi.org/10.1080/02640414.2014.918641>
 13. Vansteenkiste, M., Mouratidis, A., Van Riet, T., & Lens, W. (2014). Examining correlates of game-to-game variation in volleyball players' achievement goal pursuit and underlying autonomous and controlling reasons. *Journal of Sport & Exercise Psychology*, 36, 131-145. <http://doi.org/10.1123/jsep.2012-0271>
 14. Mouratidis, A., & Michou, A. (2011). Perfectionism, self-determined motivation, and coping among adolescent athletes. *Psychology of Sport and Exercise*, 12, 355-367. <http://doi.org/10.1016/j.psychsport.2011.03.006>
 15. Mouratidis, A., Lens, W., & Vansteenkiste (2010). How you provide corrective feedback makes a difference: The motivating role of communicating in an autonomy-supporting way. *Journal of Sport & Exercise Psychology*, 32, 619-637. <https://doi.org/10.1123/jsep.32.5.619>
 16. Vansteenkiste, M., Mouratidis, A., & Lens, W (2010). Detaching reasons from aims: Fair play and well-being in soccer as a function of pursuing performance-approach goals for autonomous or controlling reasons. *Journal of Sport & Exercise Psychology*, 32, 217-242. <https://doi.org/10.1123/jsep.32.2.217>
 17. Mouratidis, A., Vansteenkiste, M., Lens, W., & Sideridis, G. (2008). The motivating role of positive feedback in sport and physical education: Evidence for a motivational model. *Journal of Sport & Exercise Psychology*, 30, 240-268. <https://doi.org/10.1123/jsep.30.2.240>

Παρακίνηση στην Εκπαίδευση

18. 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. <http://dx.doi.org/https://doi.org/10.1016/j.learninstruc.2020.101433>
19. Üner, A., Mouratidis, A., & Kalender, İ. (2020). Study efforts, learning strategies and test anxiety when striving for language competence: The role of utility value, self-

- efficacy, and reasons for learning English. *Educational Psychology*, 1-19. <http://doi.org/10.1080/01443410.2020.1736989>
20. 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. <https://doi.org/10.1080/01443410.2017.1356448>
21. Mouratidis, A., Michou, A., Demircioğlu, A. N., & Sayil, M. (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>
22. Mouratidis, A., Michou, A., & Vassiou, A. (2017). Adolescents' autonomous functioning and implicit theories of ability as predictors of their school achievement and week-to-week study regulation and well-being. *Contemporary Educational Psychology*, 48, 56-66. <http://dx.doi.org/10.1016/j.cedpsych.2016.09.001>
23. Matos, L., Mouratidis, A., & Vansteenkiste, M. (2017). Optimal motivation in Peruvian high schools: should learners pursue and teachers promote mastery goals, performance-approach goals or both? *Learning and Individual Differences*, 55, 87-96. <http://dx.doi.org/10.1016/j.lindif.2017.02.003>
24. Vasiou, A., Mouratidis, A., Andreou, E., & Kafetsios, K. (2016). Students' achievement goals, emotion perception ability, and affect and performance in the classroom: A multilevel examination. *Educational Psychology*, 36, 879-897. <http://doi.org/10.1080/01443410.2014.950192>
25. 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. <http://doi.org/10.1111/bjep.12055>
26. 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. <https://doi.org/10.1037/a0032838>
27. 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. <http://doi.org/10.1016/j.lindif.2012.09.001>
28. Michou, A., Mouratidis, A., Vansteenkiste, M., & Lens, W. (2013). Personal and contextual antecedents of achievement goals: their direct and indirect relations to

students' learning strategies. *Learning and Individual Differences*, 23, 187-194. <http://doi.org/10.1016/j.lindif.2012.09.005>

29. Vansteenkiste, M., Sierens, E., Goossens, L., Soenens, B., Dochy, F., Mouratidis, A., ... & Beyers, W. (2012). Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. *Learning and Instruction*, 22, 431-439. <http://doi.org/10.1016/j.learninstruc.2012.04.002>
30. Sideridis, G., & Mouratidis, A. (2008). Forced-choice versus open-ended assessments of goal orientations: A descriptive study. *International Review of Social Psychology*, 21, 219-248. <https://www.cairn-int.info/revue-internationale-de-psychologie-sociale-2008-1-page-217.htm>

Παρακίνηση και Κοινωνικοί Στόχοι

31. 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. <http://dx.doi.org/10.1016/j.paid.2016.05.028>
32. Mouratidis, A., & Michou, A. (2011). Self-determined motivation and social achievement goals in children's emotions. *Educational Psychology*, 31, 61-86. <http://doi.org/10.1080/01443410.2010.518595>.
33. Mouratidis, A., & Sideridis, G. (2009). On social achievement goals: Their relations with peer acceptance, classroom belongingness, and perceptions of loneliness. *Journal of Experimental Education*, 77, 285-307. <http://doi.org/10.3200/JEXE.77.3.285-308>
34. Mouratidis, A., Sideridis, G., Ageriadis, T., & Giouzelis, C. (2006). Αίσθημα μοναξιάς στο σχολείο, ταύτιση με την τάξη και αντίληψη του κλίματος κινήτρων στο μάθημα της Φυσικής Αγωγής: Αποκαλύπτοντας πιθανές σχέσεις μεταξύ τους. *Φυσική Αγωγή & Αθλητισμός*, 60, 7-27. [Predicting physical education classroom environment from perceptions of loneliness and belongingness: Revealing probable relations between them]. *Physical Education & Sports*, 60, 7-27.

Παρακίνηση, Υγεία, και Ψυχική Ευεξία / Ευημερία

35. Campbell, R., Vansteenkiste, M., Soenens, B., Vandekerckhove, B., & Mouratidis, A. Toward a better understanding of the reciprocal relations between adolescent psychological need experiences and sleep (2021). *Personality and Social Psychology Bulletin*, <http://doi.org/10.1177/0146167220923456>
36. Campbell, R., Vansteenkiste, M., Delesie, L., Tobbach, E., Mariman, A., Vogelaers, D., Mouratidis, A. (2018). Reciprocal associations between daily need-based experiences, energy, and sleep in chronic fatigue syndrome. *Health Psychology*, 37, 1168-1178. doi: 10.1037/hea0000621

37. Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Duriez, B. Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Van Petegem, S., Van der Kaap-Deeder, J., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion*, 39, 216-236. <http://doi.org/10.1007/s11031-014-9450-1>
38. Verstuyf, J., Vansteenkiste, M., Soenens, B., Boone, L., & Mouratidis, A. (2013). Daily ups and downs in women's binge eating symptoms: The role of basic psychological needs, general self-control, and emotional eating. *Journal of Social and Clinical Psychology*, 32, 335-361 <http://doi.org/10.1521/jscp.2013.32.3.335>
39. Boone, L., Soenens, B., Mouratidis, A., Vansteenkiste, M., Verstuyf, J., & Braet, C. (2012). Daily fluctuations in perfectionism dimensions and their relation to eating disorder symptoms. *Journal of Research in Personality*, 46, 678-687. doi: <http://dx.doi.org/10.1016/j.jrp.2012.08.001>

Παρακίνηση και γονεϊκές πρακτικές

40. van der Kaap-Deeder, J., Soenens, B., Mouratidis, A., De Pauw, S., Krøjgaard, P., & Vansteenkiste, M. (2020). Towards a detailed understanding of preschool children's memory-related functioning and emotion regulation: The role of parents' observed reminiscence style, memory valence, and parental gender. *Developmental Psychology*, 56, 1696-1708. <http://doi.org/10.1037/dev0001048>
41. Koçak, A., Mouratidis, A., Uçanok, Z., Selcuk, E., & Davies, P. T. (2020). Need satisfaction as a mediator of associations between interparental relationship dimensions and autonomy supportive parenting: A weekly diary study. *Family Process*. <http://doi.org/10.1111/famp.12523>
42. Van Der Kaap-Deeder, J., Soenens, B., Mabbe, E., Dieleman, L., Mouratidis, A., Campbell, R., & Vansteenkiste, M. (2019). From daily need experiences to autonomy-supportive and psychologically controlling parenting via psychological availability and stress. *Parenting*, 1-26. <http://doi.org/10.1080/15295192.2019.1615791>
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48. Vansteenkiste, M., & Mouratidis, A. (2016). Emerging trends and future directions for the field of motivation psychology: A special issue in honor of prof. Dr. Willy Lens. *Psychologica Belgica*, 56, 118–142. <http://dx.doi.org/10.5334/pb.354>
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50. Ntoumanis, N., Mouratidis, A., Ng, Y. Y., & Viladrich, C. (2015). Advances in quantitative measurement and their implications for sport and exercise psychology research. In S. D. Mellalieu & S. Hanton (Eds.), *Contemporary Advances in Sport Psychology* (pp. 226-257). London: Routledge
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Μονοσέλιδες Δημοσιεύσεις (περιλήψεις ανακοινώσεων)

Εγχειρίδια

Σημειώσεις

IX. ΑΝΑΓΝΩΡΙΣΙΜΟΤΗΤΑ ΕΡΓΟΥ

- ❑ Associate Editor: Learning and Individual Differences
- ❑ Μέλος Επιτροπών Αξιολόγησης (Editorial Board) των κάτωθι περιοδικών
 - Sport, Exercise and Performance Psychology
 - Journal of Physical Education and Sport Pedagogy
 - Educational Psychology: An International Journal of Experimental Educational Psychology
 - Psychological Reports
- ❑ Scopus h-index: 22
- ❑ Προσκεκλημένος κριτής άρθρων στα παρακάτω επιστημονικά περιοδικά (κατ' αλφαβητική σειρά):
Anxiety, Stress, & Coping; Asia Pacific Journal of Education; British Journal of Educational Psychology; British Journal of Psychology; Cognition and Emotion; Developmental Psychology; Education Inquiry; Educational Psychology; European Journal of Psychological Assessment; European Journal of Personality; European Journal of Psychology of Education; International Journal of Educational Research; International Journal of Sport and Exercise Psychology; International Journal of Sport Psychology; Journal of Adolescence; Journal of Creative Behavior; Journal of Engineering Education; Journal of Educational Psychology; Journal of Health Psychology; Journal of Personality and Social Psychology; Journal of Research on Adolescence; Journal of Sport & Exercise Psychology; Journal of Sport and Health Sciences; Journal of Sports Science & Medicine; Journal of Sports Sciences; Journal of Teaching in Physical Education; Learning and Individual Differences; Learning and Instruction; Measurement and Evaluation in Counseling and Development; Motivation and Emotion; Motivation Science; Perceptual and Motor Skills; Personality and Social Behavior; Personality and Social Psychology Bulletin; Psychologica Belgica; Psychological Reports; Psychology of Sport and Exercise; Psycho-Oncology; Research Quarterly for Exercise and Sport; Small Group Research; Spanish Journal of Psychology; Sport, Exercise and Performance Psychology; Stress & Health; User Modeling and User-Adapted Interaction.
- ❑ Προσκεκλημένος κριτής επιστημονικών προγραμμάτων για τις εξής Εθνικές Επιστημονικές Επιτροπές (κατ' αλφαβητική σειρά)
 - Czech Science Foundation
 - Israel Scientific Foundation
 - Netherlands Organization for Scientific Research (NWO)
 - Swiss National Science Foundation