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Abstracts

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**Negative social identity and socio-structural conditions:
Their impact on identification and feelings of discontent**
PSYCHOLOGY, 1999, 6(2), 189-194

According to social identity theory (SIT), people strive for a positive contribution to their self-concept through identification with social groups. When an ingroup happens to have a lower status than an outgroup, social identity is supposed to be negative. In such a case there will be an influence on the identification with the ingroup, which also depends on three socio-structural variables, namely permeability, legitimacy, and stability. In the present study we examined the possibility of an experimental design using a scenario, and also the impact of permeability and legitimacy on identification and feelings of discontent. Results are discussed in the context of SIT and relative deprivation theory.

Keywords: Negative social identity, relative deprivation, socio-structural variables

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Methodological issues of research in psychology of individual differences
PSYCHOLOGY, 1998, 5(2), 103-112

The paper deals with the main methodological issues which the researcher is confronted with, i.e., representative sampling, extraneous variables, suitability of measures and investigator bias. Then, the inadequacies of the bivariate analysis are pointed out and the ways by which we can meet them, that is with multivariate analysis, i.e., analysis of variance, regression analysis, path analysis and factor analysis.

Key words: Individual differences, methodology, multivariate statistical analysis

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On the object and on testing procedures of scientific theories: Physics and psychoanalysis
PSYCHOLOGY, 1997, 4(2), 158-176

A theory cannot be considered scientific unless it is in the position to put its claims to an experimental test. The form of such a test depends on the ways the theory in question carves particular phenomena out of its object. Physics performs this task by clearly separating a phenomenon as subject to the relevant law(s) from the initial and boundary conditions instantiating the phenomenon's particular exemplars. The repeatability of physical experiments and the predictive power of physical theories depend heavily on this. Psychoanalysis, on the other hand, does not proceed in the same manner. Rather, it tests its respective claims by assessing whether the modifications undergone by the human subject following the proper treatment (a series of analytic sessions) fulfill the corresponding expectations. Psychoanalysis thus 'loses' in exact experimental repeatability and predictive precision but 'gains', instead, knowledge of fully singular phenomena, i.e., phenomena with fully determined identity.

Key words: Experiment, Freud, psychoanalysis

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Change and continuity in child development
PSYCHOLOGY, 1997, 4(3), 222-231

This paper tackles the issue of the shape of development, i.e., whether human development is continuous. First, definitions of development are presented, and the content of the issue of continuity is described. A brief account of the stands taken by major developmental theories on this issue suggests that both continuity and discontinuity may co-exist in the developmental course, much like the way heredity and environment cooperate to bring about the developmental outcome. Evidence supporting this suggestion is offered, which comes from Werner's and Kagan's views on the issue. Finally, the paper takes the position that the continuity element should be put forward in a more explicit way than it has been the case so far. In addition to some theoretical and practical reasons, empirical evidence is cited showing that human development should be viewed as a continuous process, which is weaved around the same individual.

Key words: Change, development, stage

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**Parental assessment of children's and adolescents' personality:
Construction and psychometric properties of a new questionnaire**
PSYCHOLOGY, 1998, 5(2), 165-178

This article presents the 3-phase procedure for the construction -as well as the psychometric properties- of a new personality questionnaire for children 11-13 years old. Four hundred and fifty-eight parents were asked, during an interview, to freely describe their children's behavior/personality. Their descriptions were categorized into 13 categories representing the "big five" factors as well as minor personality dimensions (Phase 1). Out of the 2776 descriptors, 214 were chosen to be included in the questionnaire on the basis of conceptual criteria (Phase 2). The 214-item questionnaire was administered to 509 fathers and mothers (of 12-year-olds) who were asked to state (on a 5-point Likert-type scale) how much each characteristic described their children's actual personality/behavior. Factor analyses revealed that a 5-factor solution best described personality dimensions and individual differences in children. These factors were labeled as follows: Egoism-emotional instability (23 items), conscientiousness (19), intellect/culture (18), agreeableness/interpersonal sensitivity (22), and extraversion-introversion (17 items). Similarities and differences between these factors and the "big five" are discussed. In addition to the procedure followed, it is argued that the psychometric characteristics of the new questionnaire make it a valid and reliable instrument for the assessment of children's personality.

Key words: Children's personality, five-factor model, personality questionnaire

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Place and social identity: A social-psychological analysis of the relationship between the individual and the physical-social environment
PSYCHOLOGY, 1999, 6(2), 183-188

The immediate physical and social environment, as each person experiences it (home, neighbourhood, school, work environment, etc.), plays a significant role in the social development and behaviour of the individual. Through their experiences in the places where they live and through their involvement in various social groups, individuals define themselves in the environment and realise who they are in relation to others and how they should behave. In other words, they acquire a sense of place and social identity. In this context, the purpose of this article is to present, through empirical research, the process through which individuals develop bonds with their immediate physical and social environment and to examine the factors that contribute to the psychological attachment of individuals to specific places and groups.

Key words: Identity, physical environment, social environment

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**The change of attitudes and behavior of Greek students toward Northern Epirus
and Pontic immigrant classmates**
PSYCHOLOGY, 1999, 6(2), 145-158

The purpose of this study was the intervention on class student-leaders aimed at changing their attitudes and behavior with the expectation that group processes would affect the attitudes and behavior of their classmates toward immigrant students. The study involved: 1) pretest measurement of attitudes and stereotypes of Greek students toward Pontic and Northern Epirus Greek students, 2) identification of classroom leaders, 3) intervention with classroom leaders regarding: a) cultural similarities and differences between groups, values, acculturation process, categorization and stereotypes, b) cultural activities and discussions about the history, the lifestyle, the language, the education of minorities, 4) posttest measurement of attitudes and stereotypes toward immigrant groups. The sample consisted of 647 Greek students, attending 1st and 2nd grade of Gymnasium. For the pre- and posttest measures the Social Acceptance Questionnaire and the Attitudes and Stereotypic Views Questionnaire were used. Leaders met with the experimenters in 90 minute sessions twice a week for three weeks. Some positive changes were found in attitudes and behavior of group-class leaders and their classmates at the posttest testing.

Key words: Acculturation, cognitive intervention, leadership

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Why and how does the mind change? Towards a developmental theory of cognitive change
PSYCHOLOGY, 1997, 4(3), 232-247

This paper presents a theory of cognitive change. The theory assumes that the fundamental causes of cognitive change reside in the architecture of mind. Thus, the architecture of mind as specified by the theory is described first. It is argued that the mind is a three-level edifice. That is, it involves a processing system which constrains what can be processed at different ages, a set of environment-oriented systems specializing on the processing of different types of relations in the environment, and a self-oriented system that governs self-awareness and self-control. The paper then specifies the types of change that may occur within and across levels and a series of general and more specific mechanisms that bring the changes about. Finally, a general model of the nature of cognitive development is offered.

Key words: Architecture of mind, mechanism of change, specialized capacity spheres

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Minority groups: Action and intervention in contemporary Greek society

PSYCHOLOGY, 1999, 6(2), 247-253

The need for changes in the existing theoretical perspectives used to approach minority groups today is outlined. The overall findings from a number of applied studies concerning Gypsies, migrant workers and "refugees", leading to "direct" and "indirect" forms of intervention, are presented in order to: a) identify weaknesses and b) raise questions with regard to the social-psychological meaning of "change" inherent in social action research.

Key-words: Action research, intervention, minorities

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Semantic facilitation of new information in sentence processing

PSYCHOLOGY, 1998, 5(3), 243-259

Three experiments were conducted to study the moment (immediate or buffered) of integrating the significations of new-learned words with text representation. We measured reading times for target words either at the beginning or end of the last sentence of short texts. We used two types of target words: "new-learned", congruent with the text content, and "control", known words whose sense was somehow related to the text content (Experiments 1, 2) or unknown words (Experiment 3) and two types of populations: French subjects (Experiment 1), Greek subjects (Experiments 2, 3). The results based on time differences for the two types of target words on both positions supported the hypothesis that readers use an immediacy strategy of integrating new information.

Key words: Comprehension, integration, reading

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Brain and mind: The case of subjective experience

PSYCHOLOGY, 1997, 4(2), 106-117

The term "mind" for most of the people is synonymous to cognition. Neuropsychological work has adopted this definition, and the studies of brain and mind have focused on the interrelations between neural activity and performance on cognitive tasks. However, "psyche" consists of cognition, affect, and volition. Work on emotions has demonstrated their innate character, thus extending the scope of brain/mind interrelations. Little is yet known, even in Psychology, about the functioning of volitional processes, let alone the neural mechanisms underlying their functioning. Another critical issue in both psychology and brain research is consciousness and the nature of subjective experience. Subjective experience is the end product and the locus of interplay among cognition, affect and volition. From this point of view, subjective experience represents the most complex form of psychological phenomena and the challenge for future research on brain and mind.

Key words: Brain, mind, subjective experience

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The methodology of cognitive intervention and cognitive acceleration psychological research

PSYCHOLOGY, 1998, 5(2), 123-138

This paper deals with the methodology of cognitive intervention and cognitive acceleration research, and, particularly, the questions posed and the problems faced in this kind of research. The basic questions posed regard: (a) if cognitive acceleration is possible; (b) if there is transfer from the trained ability to others; (c) which is the mechanism of cognitive change. The methodological issues to be resolved have to do with the selection of the pre- and posttest tasks/measures to be used and the selection of the intervention tasks and/or method to be implemented. Of the most important issues in cognitive acceleration research, however, is the measurement of cognitive change and the comparison of the effectiveness of various intervention studies, as well as, the diagnosis of the mechanism of cognitive change. Meta-analytic methods, such as effect size, and structural modeling analyses help us resolve the last two issues. A cognitive acceleration study is presented as an example of the proposed methodology.

Key words: Cognitive acceleration, intelligence, transfer

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Teaching thinking: The role of general and domain-specific abilities in cognitive change
PSYCHOLOGY, 1999, 6(3), 342-364

This study aimed at investigating, first, the role of general ability (*g*) and domain-specific abilities in cognitive change, and second, the possible interaction of training method with narrow abilities such as verbal/semantic, visual-spatial, and numeric fluency. The domain-specific abilities involved were quantitative-relational (QR) and causal-experimental (CE). The sample comprised 1127 students of 12, 14, 16 and 20 years of age of both genders. All participants were tested with a battery of 7 tasks (two verbal, two numeric, and three visual-spatial) tapping *g*. Four tasks of proportional reasoning were addressed to the QR ability and four tasks involving experimentation addressed CE ability. The QR and CE tasks were administered as pre- and posttest. Participants received three forms of training on the QR or CE ability, namely algorithmic, metacognitive, and computer-assisted. Structural modeling analysis showed that both *g* and domain-specific abilities are involved in cognitive change. It was also found that the C-A training made use of verbal/semantic fluency.

Key words: Cognitive intervention, domain specificity, general intelligence

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Word-meaning acquisition: Mapping words onto their meaning
PSYCHOLOGY, 1999, 6(1), 1-12

This study investigated the way children map words onto their meaning. The study involved 150 children of three different ages, 4.5-5, 7-8 and 11.5-12 years old and the method used was the clinical one. These children were given two tasks at different time each. One of them concerned kin terms that referred to their own relatives and the other one concerned kin terms that referred to the relatives of other people. The results showed that understanding of meaning plays a key role in the process of mapping words onto their meaning and that overextension is a characteristic of preschool as well as of school children's word-meaning development. They also showed that children map kin terms onto their meaning earlier in the case of their own relatives than in the case of the relatives of other people.

Key words: Child, meaning, overextension

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Social representations of refugees and social representations of "prejudice" in two "mixed" communities of Thessaloniki

PSYCHOLOGY, 1999, 6(2), 227-235

This paper is derived from a wider study concerned with the ways in which "refugees" and "prejudice" are constructed in interview accounts, given by lay people and professionals (social workers and psychologists) who live or work in two neighbourhoods of West Thessaloniki (Northern Greece), where a large number of refugees has settled during the last years. The theoretical positions which constitute the framework of the study come from different traditions: the theory of the social representations (Moscovici, 1976), rhetorical psychology (Billig, 1987) and discourse analysis (Potter & Wetherell, 1987). For the purposes of the study semi-structured interviews were conducted (with 10 professionals employed in the Welfare and Counselling Services of the two neighbourhoods and with 13 people who live in the same areas, N=23). Interviews were transcribed and analysed in terms of discourse analysis and rhetorical psychology. For the purposes of the present paper two extracts have been selected. The focus of analysis was on the dilemmatic aspects of participants' representations and on the identification of similarities and differences between the two groups accounts. Finally, parallels are drawn between the social representations of "prejudice" articulated by the participants and assumptions of the socio-cognitive approach to "prejudice" and racism.

Key words: Discourse analysis, racism, social representations

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Combining instructional programs: How does the combination affect the efficiency of the programs?

PSYCHOLOGY, 1999, 6(3), 327-341

In the construction of cognitive instructional programs motivational influences are underemphasised. The objective of the present work was to show that a cognitive intervention profits from a restructuring based on motivational principles. In the training studies to be reported, it was investigated how such a motivational optimisation of a cognitive training program influences the effectiveness of the program in terms of both cognitive and motivational measures. The Cognitive Training for Children program (Klauer, 1991) was combined with motive modification exercises (Rheinberg & Krug, in press). These exercises lead children toward realistic goal setting, an assertive style of attribution and a positive evaluation of themselves. Within the resulting "Integrated Training" the exercises are applied to the cognitive material. An explorative study showed the Integrated Training's potential of cognitive improvement. In a second study a total of 102 children (aged 11-13) were trained under four different conditions: Integrated Training, original cognitive training of Klauer (1991), pure motive modification (Rheinberg & Krug, in press), and a control group. The Integrated Training was clearly superior to the other conditions with respect to IQ-scores. Furthermore, only the Integrated Training showed the predicted effects on the achievement motive of the children. The

results indicated that cognitive training can be optimised by consideration of motivational principles.

Keywords: Cognitive training, inductive reasoning, motive modification

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Exploring the identity of school psychology through international experience and greek reality
PSYCHOLOGY, 1998, 5(1), 31-43

This article attempts: first, to trace the present status of international school psychology and second, to outline the current situation and future development of school psychology in Greece. More specifically, it touches upon issues with regard to promoting professional standards and exploring the identity of this modern specialty. Finally, it proposes the prerequisites that guarantee, according to the authors, the further development of school psychology in Greece.

Key words: School psychology

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The impact of psychological knowledge on society
PSYCHOLOGY, 1997, 4(3), 248-256

This paper addresses the questions: What is the impact of psychological knowledge on society; to what degree does psychology respond to these needs; and to what extent will psychology have to modify its tactics in order to make an impact on society in the 21st century. Psychology, as a relatively new science, does not have a clear social representation with the public that other more traditional sciences and professions have. Nor has psychology the special consulting relationships with government that e.g., physics, economics, law, and medicine have. Yet, psychological knowledge and applied psychology are at the heart of social and human problems that the world will face in the 21st century, e.g., HIV infection, health psychology, economic psychology, ecological psychology, ecological problems, athletics, urban problems. The argument is presented that European psychology, through its national and international associations, must take a more active stance in projecting its potential usefulness and in promoting itself in governmental power circles, in order to compete with other disciplines and sciences in solving problems of society in the 21st century.

Key words: Psychology, psychology applications, society

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An ecological model for social psychology

PSYCHOLOGY, 1999, 6(2), 111-123

This paper argues that social psychology is concerned almost exclusively with the experimental study of psychological variables and ignores the issue which presumably defines its identity as part of psychology, i.e., the social framework -the environment. The purpose of the paper is: Firstly, to emphasize some problems in the definition and measurement of the concept of environment, as it is approached in psychology; secondly, to describe a model of ecological psychology, an ecological-social model, which can be useful in social psychology; thirdly, to explain the relationship of ecological psychology with cross-cultural psychology and to analyze how this comparative method can be useful in social psychology; and fourthly, to describe some studies which my associates and I have conducted which are based on the ecological-social model.

Key words: Cross-cultural psychology, ecological psychology, social psychology

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Personal space and the neighborhood:

A cross-cultural study in neighborhoods of Geneva, Athens and Kefallonia

PSYCHOLOGY, 1999, 6(2), 124-136

The present investigation is a cross-cultural study concerning the sense of personal space, the community and the development of emotional bonds between the individual and significant persons and groups within the immediate community and the family. The study is based on the Ecosocial Model of Georgas (1988, 1993) and Georgas and Berry (1995). The research was carried out in the neighborhood Jonction of Geneva with a sample of 81 residents and referred to the frequency and type of contact between the individual, the family, the neighborhood and persons representing institutions. The results were compared to those of Georgas and Christakopoulou (1993) in neighborhoods in Athens and in Kefallonia in order to identify the similarities and discrepancies between Geneva, Athens, and Kefallonia. The results indicated closer bonds and contact between the individual and the family in Athens and Kefallonia than in Geneva. With regard to the persons in the immediate community, the residents in Kefallonia felt closer whereas the persons representing institutions had low scores in all three places. As for the sense of community and the contact between neighbors, the residents in Geneva trusted the people in their neighborhood and city more and were interested more in the problems of the neighborhood. Also the Athens sample felt less secure in its city. Finally, the people in Geneva did not communicate personally and/or by phone with their relatives as often as the people in the other two places.

Key words: Cross-cultural psychology, environmental psychology, personal space

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Self-conceptions in preschool children

PSYCHOLOGY, 1998, 5(3), 224-242

The study aimed to investigate self-conceptions in preschool children and was guided by a study conducted by Keller, Ford, and Meacham (1978). A sample of 45 children, 20 boys and 25 girls, 3-, 4-, and 5-year-olds, were asked to provide self-descriptive data in the form of (a) an open discussion, (b) the questions I can/I am/I have/I like, and (c) the photos of development. Data analysis showed that preschoolers' self-conceptions are organized along ten categories: attributes, competences, activities, body characteristics, personal relationships, name, gender, habits, possessions, and preferences. Based on the percentages of children that referred to each category and the frequencies of their references in each category, the first six categories were found to be the most frequent ones. Besides, activities did not dominate body image in preschoolers' self-concept and limited developmental changes were found between 3-year-olds and 4-5-year-olds. As far as conceptions of the developing self are concerned, it was found that, by the end of this period, preschoolers have formulated a satisfactory image of their self in the past, in the present and in the future, primarily in terms of their competences and activities.

Key-words: Image of the developing self, preschoolers, self-conception

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Esperanto and the tower of Babel: A taxonomy of thinking

PSYCHOLOGY, 1999, 6(3), 255-264

A taxonomy of thinking is proposed as an organizational framework that can facilitate the development and transfer of new ideas about thinking. "Thinking" is divided into directed and nondirected thinking categories, which are further classified into subcategories. Four types of "directed thinking" are defined --habitual, wishful, superstitious, and critical thinking. Critical thinking, the main focus of this paper, is divided into five skill groups. The hierarchical organization of thinking-related concepts and their definitions will enhance communication among researchers and theorists from psychology, cognitive science, philosophy, education, and other academic disciplines.

Key words: Critical thinking, thinking, thinking taxonomy

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Teaching thinking: Programmes and evaluation
PSYCHOLOGY, 1999, 6(3), 265-277

At present, the systematic teaching of thinking skills is considered important. This need is created by the rapid changes taking place in today's society. Knowledge is becoming ever more complex and soon becomes dated. Furthermore, it is almost impossible to take in all new information, to assess, process and retain it. Children therefore should be equipped with the skills of evaluating and arguing choices, and identifying and solving problems by way of logical reasoning. It means that it is not enough just to have a considerable amount of knowledge at one's disposal, the question of efficient ways of acquiring knowledge and its effective application is also important. Besides, it is claimed that a limited command of thinking skills is one of the reasons for falling behind at school. This means that teaching thinking skills should form an integral part of the school curriculum because stimulation of such skills should have a beneficial influence on school performance. This article presents the results of an inventory of European programmes for teaching thinking. Some relevant trends in teaching thinking in Europe will be discussed and proposals for the classification of programmes into categories will be presented. A tentative evaluation of theoretical and methodological issues will be presented.

Key words: Teaching thinking, teaching thinking programmes, thinking skills

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Continuity and change in theoretical approaches to stereotypes
PSYCHOLOGY, 1997, 4(3), 257-265

In the present paper, the main theoretical approaches to stereotypes in the social psychological literature will be briefly presented. The aim, however, is not only a critical review of the literature, but an attempt to discern the underlying continuity in these approaches and the critical points, or rather departures from continuity, which constitute a change in paradigm or focus. The social cognition approach and social identity theory are identified as the major shifts in paradigm and focus respectively, the former for bringing stereotype research into the psychological mainstream and the latter for bringing the social level of analysis back into focus.

Key-words: Change, stereotype, theories

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Cognitive models of stereotype change: The role of the typicality of exemplars

PSYCHOLOGY, 1999, 6(2), 213-220

The aim of the present research was to explore predictions based on cognitive models of stereotype change. The effect of the distribution of disconfirming information ("concentrated" in a few or "dispersed" across many exemplars) and the number of exemplars ("small" or "large" sample of exemplars) on stereotypic responses, was examined by using a 2 X 2 between subjects design. The results support a "prototype version" of the subtyping model, but are restricted to the small sample condition. The possibility that the cognitive overload created by the large sample of exemplars might lead to selective processing of confirming information is discussed.

Key words: Exemplars, stereotypes, typicality

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The application of cognitive psychology theory in the clinical practice

PSYCHOLOGY, 1997, 4(2), 118-128

In this article we present the relationship that the few last years has been developed between Cognitive and Clinical Psychology. We present the outcomes of recent studies and we emphasise the ways in which these outcomes are being implemented in the field of Clinical Psychology. More specifically, the contribution of Cognitive Psychology consists of three points: (I) Cognitive Psychology offered a new model for understanding human behaviour. The emphasis it has put on cognitive processes as well as on cognitive structures opened new ways of understanding how both "normal" and pathological behaviour is being constructed. (II) Cognitive Psychology also presented new ways of explaining old phenomena such as transference, empathy, or resistance. Finally, (III) the theorists of Cognitive Psychology have developed fairly new psychotherapeutic models that are either an outcome of the application of cognitive principles only, or a combination of cognitive ideas with psychodynamic or systemic theories.

Key words: Cognitive/behavioral psychotherapy, cognitive psychology, clinical psychology

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Evaluation of students' abilities for study: Adaptation in greek of the Test concerning Abilities for Study and Examination (TASTE) and its cross-cultural evaluation

PSYCHOLOGY, 1997, 4(1), 1-12

The difficulties that students confront during their studies can sometimes be the cause of unwanted behaviours such as test anxiety, procrastination, and negative evaluation of personal abilities. The consequences of these behaviours on both achievement and physical and psychological health are often severe. Therefore, their management is necessary. However, this presupposes solid knowledge of their nature based on proper psychometric instruments. In this paper, we present the adaptation of the Test Concerning Abilities for Study and Examinations (TASTE) on a greek student population. Five hundred fifty six (556) students filed out the TASTE in the context of a broader study. A principle factor analysis revealed five reliable factors: anxiety and psychosomatic complaints, study avoidance, pessimistic study ability-appraisal, study evaluation and study devotedness. Gender and school differences regarding study abilities, as well as the resemblance between the greek and the belgian version of the TASTE are being discussed.

Key words: Cross-cultural study, student counseling, study abilities

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Problems associated with the validity of psychological measures

PSYCHOLOGY, 1998, 5(2), 139-143

The validity of psychological measures is determined by the reliability of the predictor, on one hand, and the appropriateness of the criterion, on the other. Criterion relevance, criterion deficiency and criterion contamination are three aspects that have to be carefully examined during the choice of the criterion. Other factors like sampling error and range restriction can also hinder the determination of the true validity coefficient between the predictor and the criterion. Through the meta-analysis of existing research the true validity can be determined, across specific situations (validity generalization).

Key words: Meta-analysis, validity, validity generalization

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The adaptation of the Ways of Coping questionnaire in the greek language

PSYCHOLOGY, 1998, 5(3), 260-273

The ways the individuals use in order to deal with stressful situations have a serious impact on their health status. These ways are referred to as "coping strategies". In this paper we present the adaptation in the greek language of the "Ways of Coping" questionnaire constructed by Lazarus and Folkman. Four hundred and three persons filled out the questionnaire. A factor analysis revealed five reliable factors, namely: emphasising the positive, seeking social support, wishful thinking, escape/avoidance, confrontive coping. Further statistical analyses revealed separate dimensions within each factor-strategy. Gender, age and educational level differences regarding coping strategies are also being discussed.

Key words: Coping strategies, stress

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The role of the prefrontal lobes in the organisation of the initiative and perservations in children

PSYCHOLOGY, 1999, 6(1), 13-19

The aim of the present study was to investigate self-regulation and control of motor initiative in children. We tested 80 boys and girls, right- and left-handed, aged 2-4.6 years. They were divided into two age groups, 2-3 years old and 3-4.6 years old. In each age group there were subgroups with regard to sex and hand preference. We investigated the activation of the prefrontal lobes by using two techniques of clinical neuropsychological evaluation which tested initiative and perseverations and the functional role of the prefrontal lobes. The data of the present study supported the idea that the prefrontal lobes as well as the premotor areas are functionally mature earlier (from the age of 3) than the age claimed by Luria. This functional maturity concerns more right-handed subjects. Left-handed boys showed a slower neuromaturity.

Key Words: Children, lateralisation, prefrontal lobes

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Neurochemical approaches to study brain-behavior interaction. The in vivo microdialysis method in the study of behavior

PSYCHOLOGY, 1998, 5(2), 144-150

In the last years the in vivo microdialysis method has been widely used to determine the extracellular concentration of neurotransmitters in the brain and to study the in vivo release of neurotransmitters such as dopamine, noradrenaline, serotonin, acetylcholine and certain amino acids. The microdialysis method has some advantages that characterize it as very suitable for the study of neurochemistry during the time that the animal behaves. The purpose of this article is to describe briefly the advantages and disadvantages of this method. Additionally, a number of studies concerned with the neurochemistry of behavior will be presented. Finally, perspectives of the method are discussed.

Key words: Animal behavior, microdialysis, neurotransmitters

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The couple relationship: Trends and developments in Greece in the 1990s

PSYCHOLOGY, 1999, 6(1), 20-37

The purpose of this qualitative study was to follow up the results of our previous study conducted in the 1980s, which monitored developments in the way that young people in Greece perceived couple relationship and male/female identity. We selected and interviewed 33 couples which satisfied our inclusion criteria related to a low degree of traditionality. In addition to a semi-structured interview, we also used a variety of projective techniques to complete and compare our data with. The rationale of the study was based on and the results discussed in relation to the Three Ecotheory Model, a conceptual framework for monitoring and understanding perceptions about the family. The results showed that there are indeed developments in the way that young people view their male/female role and identity, the purpose of marriage, and the possibility of discovering new, more functional ways of communicating with each other.

Key Words: Couple relationship, male/female identity, Three Ecotheory Model

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Predictions models with categorical data in psychological research via the statistical methods of prediction analysis and logistic regression

PSYCHOLOGY, 1998, 5(2), 151-164

The statistical methods used in the creation of prediction models are applied in a wide range of domains of the empirical scientific research to which the behavioral sciences belong. A special case are those methods dealing with categorical data which in spite of being very interesting they are less known due to the fact that they are relatively recent. The statistical methods of Prediction Analysis and Logistic Regression belong to this case. Although these methods, from the point of view of the statistical technique used, are completely different, they have a common feature that of permitting the prediction of the states of a dependent categorical variable from one or more independent categorical variables. In this paper the basic principles of these two methods are presented. Examples from research data from developmental psychology, psychology of language and social psychology for a better understanding of the methods and successful applications by researchers from behavioral sciences are analyzed.

Key words: Logistic regression, prediction analysis

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Constructing Greek national identity: The case of history schoolbooks

PSYCHOLOGY, 1999, 6(2), 221-226

Within the theoretical and methodological framework of discourse analysis, the Greek history schoolbooks are read as texts by which Greek national identity is constructed. From this perspective identity is considered as discursively constructed and constituted by a variety of conflicting discourses, which the members of a specific culture share and use in order to make sense of their acts and the acts of others. At the same time these schoolbooks are read as texts where historical and educational discourses are realized. The aim of this reading is to analyze the variety of discourses which are used for producing and reproducing dominant versions of "greekness" and "national otherness" in interplay with dominant versions of history, especially national history, and dominant views about teaching history in the Greek educational system.

Key words: Discourse analysis, history schoolbooks, national identity

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Intergroup bias in using information for the prognosis of HIV infection risk

PSYCHOLOGY, 1999, 6(2), 195-212

HIV risk prognosis is based on such predictive information as the frequency of exchanging partners (e.g., monogamous/non-monogamous), however, when it is accompanied by one denoting social categorisation (e.g., heterosexuals-homosexuals, men-women) the decision-maker might be lead to low risk prognosis for the in-group due to self-categorisation and consequent intergroup bias. In Experiment A, students (N=120, men and women) predicted infection risk of a male hero in four scenarios varying in terms of the frequency of exchanging partners and sexual orientation. The ANOVA performed on the data revealed that participants predicted that the non-monogamous hero is at greater risk than the monogamous, and the homosexual at greater risk than the heterosexual. Moreover, men predicted higher risk for the homosexual hero than did women. Results were replicated (N=120 students). In a second experiment (N=80 male and female students) similarly designed, the hero was a heterosexual male and only monogamy/non-monogamy was varied. Men predicted less risk for him than did women. In a similar third experiment (N=80, male and female) with a female hero, no gender effect was found. Stimuli denoting social categories activated, solely in men, defensive intergroup bias in risk predictions for men. These results imply that in publicizing information about prevention from HIV, the activation of intergroup mechanisms might have deleterious consequences for public health.

Key words: AIDS, intergroup bias, risk prognosis

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Creative thinking: A cognitive process in counseling

PSYCHOLOGY, 1997, 4(2), 129-136

This paper attempts to explore the role of creativity in counseling. Since counseling aims at helping clients solve their problems it is obvious that it involves decision making. Deciding is at the heart of helping and the process through which one arrives at a decision regarding the solution of his/her problem proceeds through logical thinking and the emotional satisfaction acquired from the decision taken. The thinking part of counseling refers to the logical procedure used to find solutions to problems. The feeling part of counseling refers to the emotional process that underlies problem solving and which may be described as creativity since it includes imagination and spontaneity. Counseling is firstly examined in relation to cognition. Brief reference is made to some information-processing theoretical views which help explain how people go about trying to solve their problems. Then, creativity is defined and examined in relation to the counseling process. The position taken is that therapeutic counseling strives towards facilitating and assisting clients in producing creative solutions to their problems. A three-stage model of counseling is proposed to help explain the facilitative approach to creative thinking and problem-solving. Training counseling techniques aiming

at increasing the client's creative ability are proposed at the end of the article.

Key words: Cognition, counseling, creativity

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Comparison of spheres of control with loneliness scores in young and older adults

PSYCHOLOGY, 1998, 5(3), 274-283

The present research has attempted to assess the relationship of attributions of perceived control with loneliness among samples of young students 18-22 years of age and elderly over the age of 60. The new Spheres of Control Scale was used to measure perceived control in three domains: personal, interpersonal, and socio-political. The Revised UCLA Loneliness Scale was used to measure loneliness. This research has also attempted to examine age differences in loneliness and spheres of control. The analysis of variance showed an interpersonal control main effect which indicated that attributions of perceived control were strongly related to loneliness. Lonely people scored significantly lower than non-lonely on the Spheres of Control Scale especially in the interpersonal domain. Young people scored significantly higher in the personal domain of the Spheres of Control Scale than older people. No significant age difference was found in terms of loneliness.

Key words: Elderly, loneliness, spheres of control, young

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The social representation of the Polytechnic School's uprising

PSYCHOLOGY, 1997, 4(1), 13-31

Through the study of the social representations of the Polytechnic School's uprising we investigated the way by which a sample of about 400 subjects (pupils, students and individuals of the Polytechnic School's generation) perceive, comprehend and explain this historical-political event. Specifically, we used questionnaires regarding the socio-cognitive elements that compose the perception of the etiology, consequences and results, as well as the uprisers after the dictatorship's fall. Factor analysis revealed the way in which these elements are structured and the differential perception of this structure from the three social groups of our sample.

Key words: Content and structure of social representation, representation, social representation

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Evaluation of the relationship between phonological working memory and reading ability in Greek-speaking children

PSYCHOLOGY, 1998, 5(1), 44-52

This study was designed to investigate whether phonological working memory skills and reading performance could be associated in children whose native language was Greek. A phonological working memory test (nonword repetition) as well as a test of reading abilities were administered to a total of 180 second, third and fourth graders. A strong link between nonword repetition scores and reading performance was established. The findings were discussed in relation to their contribution to research on phonological working memory and reading development during childhood.

Key words: Nonword repetition test, phonological memory, reading ability

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A programme for the teaching of critical thinking: Its theoretical principles and practical procedures applied to the teaching of writing

PSYCHOLOGY, 1999, 6(3), 299-326

In the first section of this article we give a brief review of the movement within education for the teaching of critical thinking, together with a survey of the differing views about the nature of such thinking and the conditions for its development - views which have led to the diversity we now see in programmes for educational intervention. This is followed by a presentation of the theoretical foundations and practical procedures of an "infusion" programme which has been applied in greek primary schools. We also present findings recorded in the first phases of this study, relating to the effectiveness of the programme and the way it has been applied in the classroom. In the second section of the paper, a participating teacher, a member of the 'experimental' group of the study, gives a description of the application of the theory to the teaching of writing in classes 4, 5, and 6 in primary school, and comments on the findings of this application.

Key words: Critical thinking, graphic representations, teaching writing

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Affective, cognitive, and metamemory effects on the estimation of the solution correctness and the feeling of satisfaction from it

PSYCHOLOGY, 1998, 5(1), 53-70

This study had three aims: First, to investigate how various affective, cognitive, and metamemory factors influence the estimation of correctness of the solution provided to a problem and the feeling of satisfaction which follows it. Second, to examine the development of these metacognitive experiences and, third, the possible individual differences due to gender and socioeconomic factors. A total of 411 subjects aged 12-16 years were tested with a battery of 4 cognitive tasks, two quantitative-relational and two causal-experimental of two levels of difficulty. After solving the tasks, subjects were asked to rate on a 4 point scale the correctness of the solution given and their satisfaction with the solution. Subjects were also asked to respond to a series of inventories tapping metamemory and affect (e.g., test anxiety and achievement motivation) in achievement situations. Path analysis applied on the cognitive, metacognitive and affective scores indicated that the estimation of correctness was directly influenced by the relevant cognitive, metamemory, and affective factors. The feeling of satisfaction was directly influenced only by correctness estimation and metamemory judgments. A series of ANOVAs showed that the metacognitive experiences we studied reflected to a large extent the changes of cognitive performance but the rate of their development was slower compared to that of cognitive performance. Finally, gender and SES proved to be significant individual differences factors.

Key words: Estimation of correctness, feeling of satisfaction, metacognition

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Cognitive and metacognitive effects on causal attributions

PSYCHOLOGY, 1999, 6(1), 38-54

This study aimed: First, to investigate how various cognitive and metacognitive factors influence causal attributions following the solution of cognitive tasks. Second, to identify the development of these causal attributions and, third, the possible individual differences due to gender and socioeconomic factors. A total of 411 students aged 12-16 years were tested with a battery of 4 cognitive tasks, two quantitative-relational and two causal-experimental of two levels of difficulty. After solving the tasks, students were asked to rate on a four-point scale the correctness of the solution given and their satisfaction with the solution. Students were also asked to attribute their performance to several causal factors (e.g., ability, effort, task difficulty, luck, and task-specific knowledge). Path analysis showed that causal attributions were influenced not only by the students' cognitive performance but also by their metacognitive experiences, namely, their estimation of correctness of the solution and their feeling of satisfaction. Moreover, the same analysis showed that there were interrelations between attributions. These relations indicated the combined action of some of these causal factors. A series of ANOVAs showed that there were significant changes as regards causal

attributions at about 13-14 years of age. There was an obvious tendency in students to attribute their high cognitive performance (success) to internal causes (e.g., ability) and not to external ones (e.g., luck). Finally, gender and SES did not prove to be significant individual difference factors.

Key Words: Causal attributions, estimation of solution correctness, feeling of satisfaction

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The place of experiment in the mind-brain sciences

PSYCHOLOGY, 1997, 4(2), 137-157

The goal of the Neurosciences is to provide an account of how the brain works. There are several experimental approaches which provide data on which to build such an account: 1) Psychophysical experiments provide quantitative descriptions of psychological processes (e.g., movement, perception, learning and memory, emotion, etc.). 2) Lesion, ablation, stimulation studies and functional brain imaging studies provide a gross estimate of brain regions likely to be entrusted with some of these processes. 3) Extracellular recording experiments in alert behaving animals provide information about signal traffic in the brain. 4) Anatomical experiments provide information about connections in the brain. 5) Computational models offer a global, coherent account of the data and guide future research through a boot strapping process. It is argued that this broad scientific program has the conceptual resources to reduce Psychology to the Neurosciences. It is also argued that such a reduction (conceived in both epistemological and ontological terms) and the deterministic universe it presupposes poses no threat either to Psychology or to our sense of self.

Key words: Epistemology, neurosciences, reductionism

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Personality development: Continuity, change and prediction

PSYCHOLOGY, 1997, 4(3), 266-271

The issue of continuity and discontinuity in development has long been debated among personality psychologists. The adoption of a discontinuity model of personality development does not allow for prediction and primary prevention of later problems in the person's adaptation. The longitudinal studies have shown two kinds of continuity: homotypic and heterotypic continuity. In this paper different theoretical approaches and findings from longitudinal studies will be discussed that support the notion that personality development is continuous, consistent and coherent. However, it will be argued that one has to seek continuity at the level of the quality of the child's adaptation in

different developmental stages and not at the level of simple behaviors.

Key words: Adaptation, continuity, personality development

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Assimilation and integration: Cross-cultural effects on immigrant-Greeks' family values

PSYCHOLOGY, 1999, 6(2), 137-144

During the acculturation process, the individual follows assimilation or integration mechanisms in order to get adjusted to the host-culture; these mechanisms were studied in the light of Greek immigrants traditional values and their change depending on the acculturation mechanism adopted in three host-cultures (Canada, The Netherlands, and Germany) in comparison with control, non-immigrant groups (Greeks in rural and urban locations in Greece and English-Canadians). The question addressed was if the different policies held by the host countries (Canada supports integrational acculturation mechanisms, whereas The Netherlands and Germany support the assimilation procedure) have a differentiating effect on the changes of Greek traditional values. The findings revealed a significant acculturation effect, which leads to a drop of traditional values for the Greek immigrants in The Netherlands and Germany, but not for those in Canada. The results are discussed on the basis of "culture-shedding" and "culture-learning" processes, as proposed by the acculturation model of Berry. The ways of communicating the acculturation messages in the host-country is a factor that should be taken into account when acculturation procedures and effects of any kind are under study.

Key words: Acculturation effects, assimilation, family values, integration

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The ecological approach and the future of psychology

PSYCHOLOGY, 1997, 4(2), 95-105

The ecological approach to perception is very different from current models of information processing. This difference will become especially obvious as advances in neuroscience improve our access to the brain mechanisms on which perception depends. When we can see those mechanisms directly it will no longer be necessary to model them, but we will still need to understand the environmental information that they pick up and use. This paper focuses on two examples of ecological analysis: (1) The layout of objects and the environment as well as the position and movement of the perceiver are specified by *invariants of optic flow*. (2) The sizes of objects are often

specified not with respect to perceived distance but by the relation between object size and *observer eye height*. The problem of mental imagery is also briefly discussed, as is the author's theory of the ecological, social, and cognitive development of the self.

Key-words: Ecological psychology, perception, self-perception

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Research methodology in psychotherapy: Current trends

PSYCHOLOGY, 1998, 5(2), 179-188

The current trends concerning research methodology in psychotherapy are discussed. Initially, the four phases in the history of research methodology in psychotherapy from 1927 to present are summarized. Special emphasis is given to the evidence that psychotherapy is one of the best documented therapies in medical history. It is natural therefore that today's trend is to focus on the psychotherapeutic process itself as well as on the tools and procedures devised to study it. Moreover, the appropriate research methodologies employed vary from study to study depending on the research question asked. Finally, the Rethymnon List is provided, consisting of thirty three basic principles of research methodology in psychotherapy, which are given to the postgraduate students in Clinical Psychology at the University of Crete. Taking into account the finding that research results have not yet influenced the way psychotherapy is practiced, it is concluded that still most of the skills of a good psychotherapist are not obtained by research experience, but through "personal development" (usually by individual or group psychotherapy) and through carrying psychotherapy cases under good supervision.

Key words: Methodology, psychotherapy, research

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The biopsychology of reinforcement and addiction

PSYCHOLOGY, 1998, 5(1), 71-83

The notion that there are specialized neuronal circuits which mediate reward derives from the initial discovery that rats will work for electrical stimulation of some but not all portions of their brain. It is suggested that the substrates of brain stimulation reward play important roles in the habit-forming properties of natural rewards and drugs of abuse. The behavioural similarity between rewarding electrical stimulation, drugs of abuse and natural rewarding stimuli results from their common property of activating specific neuronal pathways. The present paper reviews the biopsychology of reinforcement and addiction. Among the topics discussed are a) the neuroanatomical and

neurochemical substrate of reward, b) evidence implicating that addictive drugs and rewarding electrical stimulation have actions in the same neuronal circuitry, c) the role of dopamine in drug abuse and addiction, and d) biopsychological theories of addiction. The hope is that the study of the neuronal circuitry mediating reward will yield a great deal of information about motivational processes in general and the neurobiology of addiction.

Key words: Dependence, intracranial self-stimulation, reward

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**Drug addiction in the light of Biopsychology and Psychopharmacology:
Neural mechanisms and their treatment implications**

PSYCHOLOGY, 1999, 6(1), 55-71

Drug addiction remains one of the most serious problems of modern society. Advances of the last years in the science of Biopsychology and Psychopharmacology have shown that drug addiction is a chronic relapsing disease of the brain. Addictive drugs that are abused by humans and that are self-administered by animals appear to possess reinforcing properties. Thus, they drive the organism to a compulsive use, which in turn, leads to addiction. Most drugs of abuse, although belonging to different pharmacological classes, have in common the property of stimulating the mesolimbic dopaminergic system, hence increasing the dopaminergic transmission in the nucleus accumbens. It has been proposed that this action is associated with the reinforcing properties of those drugs, as well as with the development of addiction. On the other hand, during the withdrawal syndrome there is evidence for altered noradrenergic activity in the locus coeruleus. Moreover drug withdrawal results in a reduction of dopaminergic activity in some brain regions, such as the nucleus accumbens. Understanding the changes and alterations observed in the addicted brain may contribute to the development of specific and effective pharmacological treatments that can counteract the altered neurochemical activity, reduce the withdrawal symptoms and the compulsive drug-seeking behavior, and eventually prevent the relapses often associated with the disorder. This approach, in combination with the existing psychosocial interventions can help in the treatment of some addicts and diminish the social consequences of drug addiction.

Key Words: Brain, drug abuse, drug dependence

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Social dimensions of the self-image

PSYCHOLOGY, 1999, 6(2), 159-164

The self is viewed as a multifaceted and dynamic entity and is shaped by a diversity of sociocultural factors. It includes what individuals have come to think of themselves in the past, in the present as well as what they believe is possible for them in the future. Conceptions of self include a) social identities, b) role identities and c) individual attributes. Identities are related either to the independent-conception of the self as autonomous, independent person, or the interdependent construal of the self-image of the self as not separate from the social context but more connected and less differentiated from others. The purpose of this study was to investigate: a) which social categories influence most the individual in shaping his or her self-image; b) the importance of certain social and role identities in relation to his or her own self-image. The questionnaire was administered to 497 Greek students at the University of Athens. Religion, state and family were found to be the main sociocultural factors accounting for shaping self-image. Role identities related to the above social categories were viewed as the most critical in formulating the self-image.

Key words: Role identity, self-image, social influence

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Cognitive education in preschool: Why, how and with what effects?

Efthimia Singollitou & Kristallia Leontiadou (Trans.)

Anastasia Efklides (Ed.)

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PSYCHOLOGY, 1999, 6(3), 278-298

It is well known that there have been a lot of cognitive intervention programmes, which were criticized on a number of issues. This paper presents a special programme of cognitive education for preschool children. This programme is trying to combine and incorporate all those elements of cognitive education which have been proven significant in the past. The emphasis is on the acquisition of general conceptual structures, on metacognitive awareness and self-regulation of cognitive procedures. Equally important is the induction of intrinsic motivation and the processing of interrelations as compared to associational learning and extrinsic motivation. The evaluation of the programme which was done in two studies with preschool children of 5-6 years of non favorable background, showed that there were significant gainings, which lasted in the first years of Primary school.

Anastasia Efklides, Editor

Key words: Cognitive education, general conceptual structures, intrinsic motivation, metacognitive awareness

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**Social and psychological analysis of family:
Results from a nation-wide survey of the Greek family**
PSYCHOLOGY, 1999, 6(2), 165-173

This paper presents part of the results from a nation-wide survey regarding family values of the Greek family. The sample of the study consisted of 1310 subjects from all over Greece, aged 18-85. The main purpose of this research was to investigate the social parameters affecting intrafamily relations, family values and emotional bonds which are developed between family members. The study focused on how the place of permanent residence, age and sex differentiate the Greek citizens' attitudes towards the traditional family values. Overall, the findings indicated that neither the location of permanent residence nor the other factors differentiate to a great extent the participants' attitudes; this result indicates that the Greek society is characterized by homogeneity regarding its value systems.

Key words: Emotional bonds, family, family values

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**Negative feedback as a factor and source of particularity:
From chaos theory to new trends in psychological research**
PSYCHOLOGY, 1998, 5(2), 189-201

Chaos theory is characterized by the non linear viewpoint on phenomena. Chaotic models can be applied to human behavior. One such instance is negative feedback, which is a basic element of most psychological theories. In this paper, a mathematical simulation of a simplified model based on negative feedback is presented, void of influences from the environment. In some cases, the behavior shown by the model is steady, as predicted by most classical theories. In other cases the same model presents a complicated behavior due to the continuous feedback of responses as new stimuli. The established methods of inferential statistics are not always in position to predict behavior, even when there are no other factors involved. It is concluded that the use of inferential statistical models in psychology is not appropriate since the systems under study continuously adapt to their environment and are not influenced just once. Accordingly, the value of repeated measurements over a time course and subsequently the non-linear analysis of psychological data is emphasized.

Key words: Chaos theory, feedback, non-linear models

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The five factor model of personality in childhood: A cross-cultural study
PSYCHOLOGY, 1999, 6(2), 174-182

This paper reports data on a cross-cultural study for the dimensional structure of children's personality. The theoretical background is based on the Five Factor Model of Personality (FFM). Specifically, the results of the second phase of the project in two countries (Greece and The Netherlands) are discussed. In both cultures, a new questionnaire was constructed, based on parental free descriptions of children's personality. The Greek version consisted of 99 items, while the Dutch version included 112 items. A five-point, Likert-type scale was used (from 0=not at all to 4=very much like my child). The Greek sample consisted of 509 parents while 472 parents completed the Dutch questionnaire. With the use of factor analysis, five factors were revealed in both questionnaires. Considerable similarities were found concerning the content of the factors, although their items were not directly comparable one by one. In addition, the structure of the Greek and the Dutch questionnaire was similar to the well-known Five-Factor Model of the adult personality, with minor differences in each culture. Emotional instability, culture/autonomy, agreeableness, conscientiousness, and extraversion consisted the dimensional structure of children's personality according to both Greek and Dutch parents' perceptions.

Key-words: Childhood, cross-cultural comparison, five factor model of personality

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Sign language: Pathological or autonomous language?
PSYCHOLOGY, 1998, 5(3), 284-299

The discovery of the importance of the greek sign language in the deaf community is very recent indeed. The principal aim of the study is to inform about the rich language that the greek deaf have developed for themselves -a language of movement and space, of the hands and the eyes, of abstract communication as well as iconic story telling, and therefore investigate whether it constitutes a pathological or an autonomous method of communication. In the frame of the above a detailed analysis of the structure and the grammar of the greek sign language is presented. The way the signs come into existence and obtain their meanings is also described, as well as how much the greek sign language compares and contrasts with the spoken and written greek language of the deaf. Since the

greek sign language has not been until recently the subject of linguistic analysis, a great many features of the language are being discovered in the present study and noted. It is found that morphology and syntax together make up its grammar, and in this description we can see the role of the iconic, i.e., non-verbal, elements in the communication of the deaf in detail. The properties of the greek sign language allow a meaningful cooperation with deaf people in education and communication, and recognition of this provides us all with hope for the future.

Key words: Communicative function, greek sign language, linguistic analysis

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Return migrants:

Their perception of the existing social norms and sex role distribution in their families

PSYCHOLOGY, 1999, 6(2), 236-246

The study focuses on Greek returnees from the Federal Republic of Germany and explores changes in task sharing behavior and sex role attitudes in relation to the individual's perception of the existing social norms in the place of residence (i.e., the village). Five groups of return migrants with 1 to 5 years of residence in Greece were compared to a group of non-migrants living in the district of Drama, Greece. Groups were interviewed on the: (a) extent of each spouse's sharing of house tasks, (b) their attitudes towards sex roles in the family, (c) their perceptions on the extent of each spouse's sharing of house tasks in the village, and (d) their perceptions on the existing attitudes towards sex roles in the village. Results showed that: (a) return migrants perceive social pressure towards assimilation with the rest of their co-villagers as well as towards differentiation from them; (b) social influence is stronger when task sharing behavior is concerned rather than the participants attitudes towards sex roles. It is further suggested that task sharing behavior and sex role attitudes have to be linked to returnees' adaptation process. Return migrants do not simply conform to the existing social norms but they behave according to the ways they perceive these norms and according to the ways they wish to re-adapt in the village society.

Key words: Return migration, sex roles, social perception

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Frame-of-reference effects in psychophysics: New experimental findings with baby chicks

PSYCHOLOGY, 1998, 5(2), 95-102

Newborn chicks were trained in a simultaneous-discrimination task to peck selectively either at a red versus green or at a small versus large box. Pecking at the correct box was reinforced by a

combination of a hen's maternal call and/or the delivery of a stream of warm air or selectively by the former or the latter as a single reinforcer, always together with food, and furthermore with food only. Training started on the first day of life; after reaching the criterion of training performance, subsequent generalization testing followed. It was expected, and subsequently supported by the empirical data, that the combination of these reinforcers would be more effective than the use of the single reinforcement components. Lawful generalization-test data were obtained, especially with colour. These findings were extended by some data of a context-effect study showing that perceptual relativity in size perception is likely to occur not only with older animals but also in baby chicks.

Key words: Generalization, psychophysics, reinforcement

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**Relation between "rationality", self-esteem and school achievement
in Greek high school students**

PSYCHOLOGY, 1999, 6(1), 72-87

The purpose of this study was to assess the relationship between the concepts of rationality, as this is described in Ellis's Rational Emotive Theory, and self-esteem, as well as the relationship of the above to school achievement. The sample consisted of 741 adolescents (355 male and 386 female), all high school students (grades 7 through 9). The sample of students was derived from a wide range of regions in Greece. The questionnaires Idea Inventory and Culture Free Self-Esteem Inventory (Battle, 1981) were used to assess rationality and self-esteem, respectively. Both instruments were translated and tested as to their reliability for the purposes of this study. School achievement was based on school grades on four major academic subjects. Results showed a significant relationship among self-esteem and rationality, which was differentiated, however, when specific aspects of self-esteem and irrational ideas were taken into account. There was also a significant relationship found between self-esteem and school achievement, particularly between academic self-esteem and achievement. The relationship between rationality and self-esteem was very low.

Key Words: Rational-Emotive Theory, school achievement, self-esteem

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Academic achievement and change in students' social status and self-esteem

PSYCHOLOGY, 1997, 4(1), 32-47

The aim of this study was to investigate the possible relationship between enhancement of student academic achievement and that of self-esteem and social status in the classroom. The assumption was that

student self-esteem and social status level are mainly enhanced as a result of improvement of academic performance. Three hundred sixty three subjects, 11 and 12 years-old of both genders, completed a sociometric scale and a self-esteem inventory, while their teachers were asked to evaluate their students' academic performance. Subjects and teachers were tested twice, once at the beginning of school year and a second time 20 weeks later, after a co-operative learning treatment. A comparison group using traditional teaching methods during the same period was also included. ANOVA revealed differences in all measures involved in the study, i.e., an enhancement of self-esteem and a higher social status level of low-academic performance students, as a result of student academic performance improvement after the intervention with the special programme of co-operative learning. The results are discussed in terms of their importance for school learning and for change of low-self-esteem and low-social status level students.

Key words: Academic achievement, cooperative learning, self-esteem

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The nature of motives for human consciousness

PSYCHOLOGY, 1997, 4(3), 187-221

Human conscious experience and voluntary activity are animated and co-ordinated by motives that arise in individuals and that are shared with companions in communities. Motives are organised cerebral events that generate forms of behaviour. They are capable of transmitting information about their generative dynamics and emotional evaluations to other human beings. The foundations of this intersubjectivity are evident in infants from birth; indeed, from prenatal stages. This paper explores the theory that motive functions arise from motor images generated in the brain, which are guided by perceptual experience that is sought to effectively complete each intended action. It then discusses how the innate foundations of human communication arise by adaptation of matching rhythms and forms of motor image, and emotional adjustments to experience. Evidence is presented from research on the motives of early infant communication, its imitative sensitivity to and support by behaviours of caregivers, and its development toward co-operative understanding and cultural learning.

Key Words: Infants, intersubjectivity, motives

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Searching for the structure of personality: The five factor model

PSYCHOLOGY, 1999, 6(1), 88-103

This article is a review of the Big Five model, one of the most influential models in the field of

personality. The review starts with a brief historical overview, in which the author tries to present how this model was derived, and later on, became one of the most integrated models in the field. Next, we try to present the evidence justifying the model as well as the factors which constitute it. The article concludes with the major objections to the model, the response of its supporters and its major applications.

Key Words: Five factor model, lexical hypothesis, personality

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Cognitive abilities and school achievement of lower secondary school students:

Theoretical and educational implications

PSYCHOLOGY, 1998, 5(1), 1-19

The study investigated the structure and development of formal thought during the lower secondary school years. The subjects of the study were seventh-, eighth-, and ninth-grade students who constituted the total population ($n=2049$) of three lower secondary schools. Students' performance on a standardized Test of Logical Thinking (TOLT) was used as a measure of their cognitive abilities related to control of variables, proportional, probabilistic, correlational, and combinatorial reasoning. Boys had significantly higher performance on proportional, probabilistic, and correlational reasoning items. Older students had always higher performance than younger students but the differences were not always significant. The "rate" of intellectual development seems to be different for different reasoning modes and to be, furthermore, mediated by students' gender and age. Gender differences in school achievement did not, however, tap differences in performance on TOLT. Multiple regression showed that students' age (in months), grade level, and some measures of school achievement contributed significantly to predicting performance on TOLT. The results of the study were examined in relation to the cognitive demands of school curricula and the proposals of Piagetian and neo-Piagetian theories.

Key words: Cognitive development, formal thought, reasoning modes

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Nonverbal cues in the recognition of affect during imagery

PSYCHOLOGY, 1998, 5(3), 203-212

The role of nonverbal cues other than codable facial activity in the recognition of affect from short video clips was investigated. A three-step analysis was performed in order to assess conditions under which minimal nonverbal cues allow recognition of experienced affect while engaging in affective imagery. Firstly, 17 five-second video clips of persons engaged in positive or negative imagery were selected out of a total of 19 clips with the criterion that no facial activity occurred codable according to the Facial Action

Coding System (FACS) coding rules. In a second step, these clips were shown to fifteen subjects. Presentation of single video clips (either positive or negative imagery) were followed by the paired presentation of both positive and negative imagery clips. Viewing of single video items resulted in a limited rate of correct identification (65%) of affect. In contrast, viewing in succession (video clips of positive and negative imagery in balanced order) resulted in correct identifications (88%) of the affective state of the stimulus persons at an above chance level. Thirdly, a micro-behavioral analysis specified head position and gaze direction as well as subtle changes in the lip corners as the cues presumably contributing to recognition of affect. The findings suggest that a) in the absence of codable facial expressions these cues convey adequate information about experienced affective state when attended to in dynamic sequence, b) that through the method of immediate comparison subtle changes in the configuration of these nonverbal cues become apparent, and c) that it is the perceived change of the cues that renders them indicators of affect. This implies that the investigation of the processes involved in decoding affect need also to consider the more subtle channels of nonverbal expression in their dynamic configuration.

Key words: Affect, cues, face

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Young children's understanding of other people's inferences

PSYCHOLOGY, 1998, 5(1), 20-30

When do children begin to understand inference as a source of knowledge? Estimates in the literature have varied between 4 and 6 years of age. We set out to determine whether previous research has underestimated children's performance. We used mathematical syllogisms to make it salient to the children that a sum needed to be worked out. One hundred one children were tested and their data were analysed using chi-square. The results indicated that about two thirds of the 5- and half of the 4-year-olds had the ability to attribute inferential knowledge to another person. In contrast with previous research our children were able to explicitly justify their correct answers. Finally, no evidence was found to support the idea that children substitute a "not seeing is not knowing" default rule for inference.

Key words: Inference, theory of mind, young children

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Models for the analysis of repeated categorical measurements

PSYCHOLOGY, 1998, 5(2), 113-122

The analysis of categorical data is of special interest for psychology since such data appear

frequently in research. Repeated categorical data need special treatment since these are realizations of categorical variables taken repeatedly in various time intervals on a sample of subjects. Measurements of this type have correlations and the meaning of the existence of correlations is examined. Three methods (two old and one recently introduced) are reviewed: Cochran's Q, Weighted Least Squares (WLS) and Generalized Estimation Equations (GEE). According to each method's properties, WLS seems to be a less appropriate automatic method for the analysis since some of the problems appearing in the application of the method are resolved by GEE. Finally, an example of data analysis using WLS is presented. Data are analysed as being correlated and uncorrelated. Differences in the estimation of standard errors of the coefficients of the model are pointed out.

Key words: Categorical data, Generalized Estimation Equations Method, repeated measurements

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Constructing the world visually:

The mind as physicist, physiologist and psychologist (in alphabetical order?)

PSYCHOLOGY, 1997, 4(2), 177-186

The article builds on the cognitive approach to the study of visual perception as it has been presented by Richard Gregory and Irvin Rock, to make the point that the interactionist constructivist nature of cognitive theory provides the required flexibility needed to create a variety of paradigms for the study of complex phenomena. It attempts to show that the eclectic nature of cognitive theory can incorporate both the Gestalt and James Gibson's ideas about perception, benefiting from them rather than rejecting them. It provides a creative new way to deal with the sterile arguments of epiphenomenalism and parallelism and all the 'dualisms' that come with them. However, although the cognitive theory model seems to have had an impact on biological and physical science, it has not affected many psychologists who continue to view disciplines such as Neuroscience and Computer Science as real threats to the future of Psychology.

Key words: Brain, mind, visual perception

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Teaching thinking skills: The challenge of learning to teach

PSYCHOLOGY, 1999, 6(3), 365-379

Two approaches to teaching thinking skills have been described in the literature: an infusion and a direct approach. An infusion approach centers on the development of these skills and strategies within the classroom embedded within the standard academic content matter; a direct approach, on the

other hand, fosters the development of these skills in students independent of content matter. The advantages and pitfalls of each of the two approaches are analyzed pointing out that the most outstanding difference between them may be the trade-off between specific and general strategies and leading to the interest of their combination. The aim of this paper is to briefly present previous studies with both approaches and with their combination and then present some reflections arising from these experiences, which may help future work along this line. Our results show that both approaches seem to be effective in teaching thinking skills and, in the conditions under which our study was carried out, their combination does not seem to lead to enhanced effects. Moreover, there are some specific effects and difficulties which arise along each of them as well as some unintended effects that have to be taken into account. The application and transfer of skills, necessary for effective learning, has to be made possible within the classroom context, where these skills can be applied within specific content matter. For this to be possible innovative teaching methods must be applied. The main difficulties found in both approaches lead to the conclusion that change must occur on a system-wide level and not concentrate on any of the parts involved in the process.

Key words: Study and learning strategies, teaching methods, thinking skills

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Behaviour problems in adolescents with long-term institutional experience: A follow-up study
PSYCHOLOGY, 1998, 5(3), 213-223

The aim of the present study was to investigate whether the effects of institutional experiences are long or short term. In order to meet this aim 41 healthy adolescents (20 boys and 21 girls) were studied at the age of 15-17 years. These adolescents had also been studied when they were 9-11 years old and were in institutional care. During the period of the study half of the participants were still living in an institution, while the others had either returned to their biological parents or a close relative, or they were living by themselves. Their behaviour was compared to a matched comparison group consisting of 41 adolescents, who were living with their natural parents. Data collection included interviews with the adolescents and questionnaires which investigated different aspects of behaviour. The questionnaires were completed by the mothers (for the children living at home) or the caregivers (for the children living in institutions) and their teachers or employees. The results showed that behavioural problems and emotional disorders were more common in the institutional and the ex-institutional groups than in the control group. These results indicate some long-term as well as negative effects of the early institutional experience.

Key words: Adolescence, emotional disorders, institutional experience

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Reviewer list 1997-1999

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Μέρος 3 / Part 3

Γλωσσάρι

Αναστασία Ευκλείδη¹ & Αριστοτέλης Κάντας²

Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης¹ & Πανεπιστήμιο Πατρών²

Όπως είχε εξαγγελθεί στο Προλογικό Σημείωμα της Συντακτικής Επιτροπής του περιοδικού **ΨΥΧΟΛΟΓΙΑ** (Τεύχος 1, Τόμος 4), μια διαπιστωμένη ανάγκη των Ελλήνων ψυχολόγων είναι η απόδοση των ξένων όρων στα ελληνικά. Για το λόγο αυτό αναλάβαμε να συγκεντρώσουμε όρους που χρησιμοποιήθηκαν, στη ξενόγλωσση μορφή τους, στα άρθρα που στάλθηκαν για δημοσίευση στο περιοδικό **ΨΥΧΟΛΟΓΙΑ**, και να διατυπώσουμε μια πρόταση μετάφρασης. Για μερικούς όρους, οι οποίοι χρησιμοποιούνται με διάφορες παρεμφερείς σημασίες, αποφασίστηκε να προταθεί μια κυρίαρχη απόδοση και στη συνέχεια να υπάρξει συζήτηση μεταξύ των μελών της ΕΛΨΕ, που ενδιαφέρονται για το θέμα, ως προς τις εναλλακτικές σημασίες. Οι όροι αυτοί σημειώνονται με αστερίσκο (*). Με τον τρόπο αυτό θα υπάρξει γόνιμος διάλογος αλλά και διασαφήνιση των όρων με ορατά οφέλη για όλους τους ψυχολόγους. Η προσπάθεια αυτή θα συνεχισθεί και στο μέλλον με στόχο να παρουσιάζεται ένα σύνολο όρων και η μετάφρασή τους, το οποίο θα δημοσιεύεται κάθε φορά μόνο στο πρώτο τεύχος κάθε τόμου. Το σύνολο αυτό των όρων θα αποτελείται από κάθε προηγούμενο Γλωσσάρι εμπλουτισμένο με τους όρους των άρθρων που υποβλήθηκαν για δημοσίευση την αμέσως προηγούμενη χρονιά. Τα μέλη της ψυχολογικής κοινότητας της χώρας μας προσκαλούνται να συμμετάσχουν στον εμπλουτισμό του Γλωσσαρίου μέσω της επισήμανσης, στα άρθρα που υποβάλλουν για δημοσίευση, των ξενόγλωσσων όρων, για την απόδοση των οποίων στα ελληνικά υπάρχει αμφιβολία. Η αναδημοσίευση και η αναπαραγωγή ολόκληρου ή μέρους του Γλωσσαρίου επιτρέπεται με μόνη υποχρέωση την αναφορά της πηγής.

* Οι συντάκτες του Γλωσσαρίου θα ήθελαν να έχουν τεκμηριωμένες απόψεις των μελών της ΕΛΨΕ για την απόδοση του όρου αυτού.

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	A
<i>academic achievement:</i>	ακαδημαϊκή επίδοση / επίτευξη
<i>accomplishment:</i>	επίτευγμα, επίτευξη
<i>acoustic interference:</i>	ακουστική παρεμβολή
<i>acoustic stimuli:</i>	ακουστικό ερέθισμα
<i>acculturation effects:</i>	επιπολιτιστικές επιδράσεις
<i>action research:</i>	έρευνα δράσης
<i>activation model:</i>	μοντέλο ενεργοποίησης
<i>active coping strategies:</i>	ενεργητικές στρατηγικές αντιμετώπισης (αγχονών καταστάσεων)
<i>acute:</i>	οξύς
<i>addiction:</i>	εθισμός σε ουσίες
<i>adjusted standardized residuals:</i>	προσαρμοσμένα τυποποιημένα υπόλοιπα
<i>adversity:</i>	αντιξοότητα
<i>affect:</i>	θυμικό
<i>affective:</i>	θυμικός
<i>affective outcome:</i>	θυμικό αποτέλεσμα
<i>agrammatic aphasic:</i>	αγραμματικός αφασικός
<i>agreeableness:</i>	προσήνεια, ευπροσηγορία
<i>ambivalent behavio(u)r:</i>	αμφιθυμική συμπεριφορά
<i>American Psychological Association:</i>	Αμερικανικός Ψυχολογικός Σύλλογος
<i>American Psychological Society:</i>	Αμερικανική Ψυχολογική Εταιρεία
<i>amotivation:</i>	έλλειψη κινήτρων
<i>analysis of covariance:</i>	ανάλυση συνδιακύμανσης
<i>analysis of growth curves:</i>	ανάλυση καμπυλών ανάπτυξης
<i>analysis of variance (ANOVA):</i>	ανάλυση διακύμανσης
<i>animal behavior:</i>	συμπεριφορά ζώων
<i>animator:</i>	εμπυχωτής
<i>anticipation:</i>	προσδοκία
<i>anxious attachment:</i>	αγχώδης προσκόλληση
<i>anxious behavio(u)r:</i>	αγχώδης συμπεριφορά
<i>aphasic:</i>	αφασικός
<i>appraisal:</i>	εκτίμηση, αξιολόγηση
<i>approach-oriented strategies:</i>	προσεγγιστικές στρατηγικές
<i>articulatory suppression:</i>	αρθρωτική καταστολή
<i>artifacts:</i>	παραπροϊόντα (στατιστικά) (στατ. όρος)
<i>aschematic:</i>	σχηματικός (αυτός που δεν έχει ένα γνωστικό σχήμα για μια κατάσταση)
<i>asthenia:</i>	αδυναμία
<i>assimilation:</i>	αφομοίωση
<i>attachment:</i>	προσκόλληση
<i>attachment theory:</i>	θεωρία προσκόλλησης
<i>attitude:</i>	στάση
<i>atmosphere assessment scale:</i>	κλίμακα αξιολόγησης περιβάλλοντος
<i>attribution:</i>	απόδοση αιτίων
<i>attribution theory:</i>	θεωρία της απόδοσης αιτίων
<i>auditory digit span:</i>	μνημονικό πεδίο ακουστικά παρουσιαζόμενων ψηφίων
<i>avoidance-oriented strategies:</i>	στρατηγικές αποφυγής

<i>avoidant behavior:</i>	συμπεριφορά αποφυγής
<i>awareness:</i>	ενημερότητα
B	
<i>back translation:</i>	αντίστροφη μετάφραση, μετάφραση και επαναμετάφραση
<i>basomedial:</i>	κοιλίόμεσος
<i>becoming:</i>	εγκαθίδρυση (στάδιο)
<i>behavio(u)r system:</i>	συμπεριφορικό σύστημα ή σύστημα συμπεριφοράς
<i>behavio(u)ral:</i>	συμπεριφορικός
<i>belief:</i>	πεποίθηση, πίστη
<i>between subjects:</i>	μεταξύ υποκειμένων (στατ. όρος)
<i>bias:</i>	προκατάληψη, μονομέρεια (κοινωνική), στρέβλωση (κοινωνική)
<i>biased selection:</i>	προκατειλημμένη επιλογή
<i>biethnic:</i>	διεθνικός
<i>bifurcation:</i>	διακλάδωση (ο πρώτος διπλασιασμός της περιόδου) (μαθ. όρος)
<i>biofeedback:</i>	βιοανάδραση, βιοεπανατροφοδότηση
<i>bivariate:</i>	διμεταβλητός
<i>bivariate correlational methods:</i>	διμεταβλητές μέθοδοι συσχέτισης
<i>blurred genres:</i>	ασαφώς καθορισμένες κατηγορίες / είδη
<i>booster session:</i>	συνεδρία ενδυνάμωσης
<i>brain activation:</i>	εγκεφαλική ενεργοποίηση
<i>brain function:</i>	εγκεφαλική λειτουργία
<i>brain mechanism:</i>	εγκεφαλικός μηχανισμός
<i>bridging:</i>	γεφύρωση
<i>bully:</i>	εκφοβιστής
<i>bullying:</i>	εκφοβισμός, βίαιη παρενόχληση, επιθετικότητα
<i>burnout:</i>	επαγγελματική εξουθένωση
C	
<i>caregiver:</i>	φροντιστής (αυτός που φροντίζει)
<i>case records:</i>	καταγραφή περιπτώσεων
<i>case study:</i>	μελέτη περίπτωσης
<i>categorical data:</i>	κατηγορικά δεδομένα
<i>category systems:</i>	κατηγορικά συστήματα
<i>causal:</i>	αιτιώδης
<i>causal attributions:</i>	απόδοση αιτίων
<i>challenge:</i>	πρόκληση
<i>"child to child" education:</i>	μέθοδος εκπαίδευσης "από παιδί σε παιδί"
<i>chronic:</i>	χρόνιος
<i>classroom psychological environment:</i>	ψυχολογικό κλίμα της τάξης
<i>cluster analysis:</i>	ανάλυση συστάδων
<i>coefficient of determination:</i>	δείκτης προσδιορισμού
<i>cognition(s):</i>	1. γνώση, ιδέες, σκέψεις, 2. γιγνώσκειν (γνωστική / νοητική λειτουργία / διεργασία)
	[Ανασασία Ευκλείδη και Αριστοτέλης Κάντας]
<i>cognitive:</i>	1. γνωστικός (από την άποψη του "γνώστη", του

cognitive acceleration:
cognitive-analytic-therapy:
cognitive appraisal:
cognitive apprenticeship:
cognitive behavior(u)ral therapy:

φορέα της γνώσης, π.χ. Γνωστική Ψυχολογία). 2. γνωσιακός (από την άποψη της "γνώσης", π.χ., γνωσιακή επιστήμη).

Για περισσότερες λεπτομέρειες σχετικά με τους όρους "γνωστικός" και "γνωσιακός" βλέπε: Μπαμπινιώτης, Γ. (1998). *Λεξικό της νέας ελληνικής γλώσσας*. Αθήνα: Κέντρο Λεξικολογίας Ε.Π.Ε. (βλ. λήμματα: γνώση (σ. 437), γνωσιολογία (σ. 437), γνώστης / γνώστρια (σ. 437), γνωστικισμός (σ. 437), γνωστικός (σ. 438). Ειδικά ο Μπαμπινιώτης, σε πλαίσιο, για περισσότερη ευκρίνεια, αποδίδει τον όρο "γνωστικός" ως μετάφραση του αγγλικού όρου "cognitive" (σ. 438) και δίνει τα εξής παραδείγματα: cognitive science=γνωστική επιστήμη, cognitive psychology= γνωστική ψυχολογία, κ.ά. με επεξήγηση ότι ο όρος αυτός αναφέρεται στη διαδικασία απόκτησης της γνώσης και όχι στην υφή της γνώσης.

[Αναστασία Ευκλείδη]

γνωστική επιτάχυνση

γνωστική-αναλυτική-θεραπεία

γνωστική αξιολόγηση, γνωστική εκτίμηση

γνωστική μαθητεία

γνωστική συμπεριφορική θεραπεία

Μάνος, Ν. (1985). *Ερμηνευτικό λεξικό ψυχιατρικών όρων: Αγγλοελληνικό - Ελληνοαγγλικό*. Θεσσαλονίκη: University Studio Press. (βλ. λήμματα: cognition, cognitive, cognitive development, cognitive therapy στη σ. 58 και γνώση, γνωστική θεραπεία, γνωστική / νοητική ανάπτυξη, γνωστικός / νοητικός στη σ. 308).

[Αναστασία Ευκλείδη]

γνωστική συμπεριφοριστική θεραπεία

Όρος που χρησιμοποιείται από μερίδα κλινικών ψυχολόγων και ειδικών της ψυχικής υγείας στα ψυχοθεραπευτικά πλαίσια. Το "συμπεριφοριστική" αναφέρεται στη θεραπεία που βασίζεται στο συμπεριφορισμό. βλ. σ. 63, σ. 66, και σ. 287 στο Heiden, L. A., & Hersen, M. (Eds.). (1998). *Εισαγωγή στην Κλινική Ψυχολογία* (2η έκδ.) (Α. Καλαντζή-Αζίζι & Φ. Αναγνωστόπουλος, Επιμ. Ελλ. Έκδ.). Αθήνα: Ελληνικά Γράμματα. (Το πρωτότυπο δημοσιεύθηκε το 1995)

[Αναστασία Ευκλείδη]

γνωσιακή συμπεριφοριστική θεραπεία

Όρος που χρησιμοποιείται από μερίδα κλινικών ψυχολόγων και ειδικών της ψυχικής υγείας στα ψυχοθεραπευτικά πλαίσια. βλ. και Παπακώστας, Ι. (1994). *Γνωσιακή ψυχοθεραπεία: Θεωρία και πράξη*. Αθήνα: Ινστιτούτο Έρευνας και Θεραπείας της Συμπεριφοράς.

Το "γνωσιακός" προέρχεται από τον όρο "η γνωσία", ο οποίος χρησιμοποιείται ως ειδικός όρος στα πλαίσια της ψυχοθεραπείας από ορισμένους ειδικούς της ψυχικής υγείας και κλινικούς ψυχολόγους. Ο όρος "γνωσία" σημαίνει: εύκολη αναγνώριση αντικείμενου με μία αίσθηση, σε αντίθεση με την αγνωσία. βλ. Νέα Μεγάλη Ελληνική Εγκυκλοπαίδεια, Τόμος 12, σ. 343. Ο όρος "αγνωσία" σημαίνει αδυναμία να αναγνωρίζουμε όσα αντικείμενα ή σύμβολα χρησιμοποιούμε χωρίς διαταραχή των αισθημάτων και επιπλέον στη νεοελληνική σημαίνει έλλειψη πνεύματος, μυαλού, άνοια. βλ. Νέα Μεγάλη Ελληνική Εγκυκλοπαίδεια, Τόμος 1ος, σ. 663.

[Αναστασία Καλαντζή-Azizi]

Για τον όρο "γνωσία" βλ. Ίδρυμα Νεοελληνικών Σπουδών Μανόλη Τριαντάφυλλίδη, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (1999). *Λεξικό της κοινής νεοελληνικής*. Θεσσαλονίκη: Αυτοέκδοση. Ο όρος "γνωσία" δεν συμπεριλαμβάνεται στα λήμματα: γνώση, γνωσιολογία, γνωσιολογικός, γνωστεύω, γνώστης, γνωστικισμός, γνωστικός. Ο όρος αναφέρεται με παύλα μπροστά (-γνωσία) ως το "β'

συνθετικό σε σύνθετα αφηρημένα θηλυκά ουσιαστικά. δηλώνει την εμπειριστατωμένη ή επιστημονική γνώση αυτού που εκφράζει το α' συνθετικό" (σ. 318). Δίνει ως παραδείγματα τις λέξεις θεογονωσία, με-ταλλογονωσία, ορυκτογονωσία, κ.ά.

[Αναστασία Ευκλείδη]

<i>cognitive bias theory:</i>	θεωρία της γνωστικής προκατάληψης
<i>cognitive dissonance:</i>	γνωστική ασυμφωνία
<i>cognitive evaluation theory:</i>	θεωρία της γνωστικής αξιολόγησης
<i>cognitive style:</i>	γνωστικό ύφος
<i>collage:</i>	σύνθεση, συγκόλληση
<i>communicative function:</i>	επικοινωνιακή λειτουργία
<i>comparative fit index:</i>	συγκριτικός δείκτης προσαρμογής
<i>complete linkage:</i>	πλήρης σύνδεση
<i>comprehension:</i>	κατανόηση
<i>comprehensive:</i>	συνολικός, περιεκτικός
<i>conceptual analysis:</i>	εννοιολογική ανάλυση
<i>conduct disorders:</i>	διαταραχές διαγωγής
<i>confirmatory factor analysis:</i>	επιβεβαιωτική παραγοντική ανάλυση
<i>confusion:</i>	σύγχυση
<i>congruence coefficients:</i>	δείκτες συμφωνίας
<i>conscientiousness:</i>	ευσυνειδησία
<i>consequence:</i>	συνέπεια
<i>consolidation:</i>	παγίωση
<i>construct:</i>	εννοιολογική κατασκευή
<i>construct validity:</i>	εγκυρότητα εννοιολογικής κατασκευής
<i>construction:</i>	(νοο-)κατασκευή
<i>constructivistic:</i>	(νοο-)κατασκευαστικός
<i>constructivist:</i>	(νοο-)κατασκευαστικός
<i>consultation:</i>	διαλεκτική συμβουλευτική (όρος κλινικής ψυχολο- γίας)
<i>content:</i>	περιεχόμενο
<i>content free:</i>	ελεύθερο περιεχομένου
<i>context:</i>	συμφραζόμενα, πλαίσιο αναφοράς
<i>controllability:</i>	δυνατότητα ελέγχου
<i>convergent validity:</i>	συγκλίνουσα εγκυρότητα
<i>cooperative learning:</i>	συνεργατική μάθηση
<i>coping:</i>	αντιμετώπιση
<i>coping strategy:</i>	στρατηγική αντιμετώπισης (αγχогόνων καταστάσεων)
<i>copy:</i>	αντίγραφο
<i>copy theory:</i>	αντιγραφική θεωρία
<i>correlation matrices:</i>	μήτρες συσχετίσεως
<i>correspondence analysis:</i>	ανάλυση αντιστοιχιών
<i>counseling:</i>	συμβουλευτική
<i>covariance:</i>	συνδιακύμανση
<i>criterion:</i>	κριτήριο
<i>criterion contamination:</i>	μόλυνση του κριτηρίου
<i>criterion deficiency:</i>	ανεπάρκεια κριτηρίου
<i>criterion-related validity:</i>	εγκυρότητα σε σχέση με το κριτήριο
<i>criterion relevance:</i>	σχετικότητα του κριτηρίου

critical language awareness:
critique of typical practice:
cross-loadings:
cue:
cue learning:
culture:
culture-openness to experience:
cut-off score:

κριτική επίγνωση της γλώσσας
 κριτική της τυπικής πρακτικής
 διασταυρούμενες φορτίσεις
 σήμα, νύξη
 μάθηση σημάτων
 καλλιέργεια, πολιτισμός, κουλτούρα
 πνευματική καλλιέργεια, δεκτικότητα σε εμπειρίες
 σημείο τομής

data aggregate procedure:
declarative knowledge:
degrees of freedom:
dependability:
dependence:
depersonalization:
descriptive quantitative method:
descriptive statistics:
design:
deviance:
disclaimer:
discovery oriented:
discourse:
discourse analysis:
discriminant validity:
disinhibition:
disorganized:
disoriented:
dispersion:
distortion:
distress:
disturbance:
domain-free:
domain-specific:
domains of behavior(u):
dorsolateral:
down regulation:
dummy variables:
dynamic factor analysis:

D
 διαδικασία συνάθροισης δεδομένων
 δηλωτική γνώση
 βαθμοί ελευθερίας
 αξιοπιστία
 εξάρτηση
 αποπροσωποποίηση
 περιγραφική ποσοτική μέθοδος
 περιγραφική στατιστική
 σχέδιο έρευνας
 απόκλιση
 αποποιητική πρόταση
 προσανατολισμένο προς την ανακάλυψη
 λόγος
 ανάλυση λόγου
 διακρίνουσα εγκυρότητα
 αποτυχία της αναστολής, άρση της αναστολής
 αποδιοργανωμένος
 αποπροσανατολισμένος
 διασπορά
 διαστρέβλωση
 ψυχική οδύνη, δυσφορία
 διαταραχή
 ελεύθερο πεδίου
 ειδικό ανά πεδίο
 τομείς συμπεριφορών
 πλαγιοπίσθιος
 μειορύθμιση, ρύθμιση προς τα κάτω
 ψευδομεταβλητές
 δυναμική παραγοντική ανάλυση

early interactional experiences:
ecological utility:
ecological validity:
effect:
effect size:
effector:
ego control:
ego infraction:

E
 πρώιμες εμπειρίες αλληλεπίδρασης
 οικολογική χρησιμότητα
 οικολογική εγκυρότητα
 αποτέλεσμα, επίδραση
 μέγεθος της επίδρασης, μέγεθος του αποτελέσματος
 ο επιφέρων αποτέλεσμα, ο επιδρών
 έλεγχος του εγώ
 έμφραγμα στο εγώ

<i>ego resiliency:</i>	προσαρμοστικότητα του εγώ
<i>eigenvalue:</i>	ιδιοτιμή
<i>Einstellung</i> (γερμ.):	προσδιοριστική τάση
<i>-emic</i> (-ημική), <i>-etic</i> (-ητική):	Ο όρος "-ημική" και ο όρος "-ητική", αναφέρονται σε διαφορετικές μεθοδολογικές προσεγγίσεις στη διαπολιτιστική ψυχολογία. Η "ητική" προσέγγιση υποθέτει ότι μια θεωρία, η οποία κατασκευάστηκε σε ένα συγκεκριμένο πολιτισμό, έχει οικουμενική ισχύ. Αντίθετα, η "ημική" προσέγγιση ξεκινά τη μελέτη από συγκεκριμένους πολιτισμούς και διερευνά τα ψυχολογικά και κοινωνικά χαρακτηριστικά του κάθε πολιτισμού χωριστά. [Γεώργας, Δ. (1999). Οικολογική θεώρηση στην Κοινωνική Ψυχολογία. <i>ΨΥΧΟΛΟΓΙΑ</i> , 6, 111-123.]
<i>element:</i>	στοιχείο
<i>elicitation:</i>	πρόκληση (π.χ., πρόκληση ομολογίας)
<i>emotion focused:</i>	εστιασμένος στο συναίσθημα
<i>emotional disorders:</i>	συναίσθηματικές διαταραχές
<i>emotional exhaustion:</i>	συναίσθηματική εξάντληση
<i>emotional stability:</i>	συναίσθηματική σταθερότητα
<i>empathy:</i>	ενσυναίσθηση, συναίσθηματική κατανόηση
<i>empirical validity:</i>	εμπειρική εγκυρότητα
<i>empty chair technique:</i>	τεχνική της άδειας καρέκλας (όρος κλινικής ψυχολογίας)
<i>enduring:</i>	ανθεκτικός
<i>ethnography:</i>	εθνογραφία
<i>ethogenic research:</i>	ηθογενής έρευνα
<i>event-related potentials:</i>	προκλητά δυναμικά
<i>ex-patriate:</i>	εκπατρισθείς
<i>executive function:</i>	εκτελεστική λειτουργία
<i>exemplar:</i>	υπόδειγμα, παράδειγμα
<i>expectation:</i>	προσδοκία
<i>expertise:</i>	εμπειρογνωμοσύνη
<i>exploratory factor analysis:</i>	διερευνητική παραγοντική ανάλυση
<i>external regulation:</i>	εξωτερική ρύθμιση
<i>extroversion:</i>	εξωστρέφεια
F	
<i>facet:</i>	επιμέρους όψη
<i>factor extraction:</i>	εξαγωγή παραγόντων
<i>factor loading:</i>	παραγοντική φόρτιση
<i>factor score:</i>	παραγοντική τιμή, παραγοντική βαθμολογία
<i>factuality:</i>	αληθοφάνεια
<i>fading scaffolding:</i>	φθίνουσα καθοδήγηση
<i>false belief:</i>	λανθασμένη πεποίθηση
<i>false belief task:</i>	έργο λανθασμένης πεποίθησης
<i>family schema:</i>	οικογενειακό σχήμα
<i>feasibility:</i>	το εφικτόν
<i>feedback:</i>	ανάδραση, επανατροφοδότηση

<i>feminist research:</i>	φεμινιστική έρευνα
<i>fictional:</i>	φαντασιακός, φανταστικός
<i>filter:</i>	ιθμός
<i>flexible sampling:</i>	ευέλικτη δειγματοληψία
<i>follow-up:</i>	επαναληπτική εξέταση / παρακολούθηση
<i>footing:</i>	έρεισμα
<i>formal thought:</i>	τυπική λογική σκέψη
<i>format:</i>	σχήμα, διάταξη
<i>formula:</i>	τύπος
<i>framing:</i>	πλαίσιαση
G	
<i>Gemeinschaft (γερμ.):</i>	κοινότητα
<i>Gesellschaft (γερμ.):</i>	κοινωνία
<i>general linear models:</i>	γενικά γραμμικά μοντέλα
<i>general estimation equations method:</i>	μέθοδος ισότητων γενικευμένων εκτιμητριών
<i>generality:</i>	γενικότητας
<i>generalized least squares:</i>	γενικευμένα ελάχιστα τετράγωνα
<i>generalized other:</i>	γενικευμένος άλλος
<i>genre*:</i>	είδος / ύφος (του κειμένου)
<i>global self-worth:</i>	σφαιρική αυτο-αξία
<i>goal:</i>	στόχος
<i>goodness of fit:</i>	δείκτης προσαρμογής, δείκτης καταλληλότητας
H	
<i>habit:</i>	συνήθεια
<i>habituation:</i>	εθισμός
<i>hardware:</i>	υλισμικό (βλ. ΟΡΟΓΡΑΜΜΑ, Έκδοση της Ελληνικής Εταιρείας Ορολογίας, τεύχος 25, Ιούλιος Αύγουστος 1997)
<i>heterogeneity:</i>	ανομοιογένεια
<i>heterotypic continuity:</i>	ετεροτυπική συνέχεια
<i>hierarchical multiple regression:</i>	ιεραρχική πολλαπλή παλινδρόμηση
<i>homecoming depression:</i>	κατάθλιψη της επανόδου στο σπίτι
<i>homophobia:</i>	ομοφυλοφοβία, φοβία για τους ομοφυλόφιλους
<i>homotypic continuity:</i>	ομοτυπική συνέχεια
<i>hygiene factor:</i>	παράγοντας υγιεινής
<i>hypothesis testing:</i>	έλεγχος υπόθεσης
I	
<i>identification:</i>	ταύτιση
<i>identity:</i>	ταυτότητα
<i>image of developing self:</i>	εικόνα του αναπτυσσόμενου εαυτού
<i>impulsive:</i>	παρορμητικός
<i>incentives for mastery:</i>	κίνητρα για μάθηση
<i>inclusion:</i>	εγκλεισμός, ένταξη
<i>inclusion criteria:</i>	κριτήρια συμπερίληψης
<i>incorporation:</i>	ενσωμάτωση
<i>inertia:</i>	μεταβλητότητα ή ιδιοτιμή του άξονα

Πρόκειται για στατιστικό όρο κατά τον Benzecri ο οποίος

<i>inferential statistics:</i>	επίσχυση την ανάλυση αντιστοιχιών (correspondance analysis). Η ιδιοσημείωση του άξονα, που εκφράζει το ποσοστό συμμετοχής του άξονα στην ερμηνεία του φαινομένου, αντιστοιχεί στην έννοια της "μεταβλητότητας" στην πολυμεταβλητή ανάλυση. (Βλ. Σέρρογλου, Φ., Κουμαράς, Π., Χατζηπαντελής Θ. (υπό δημοσίευση). Κριτήρια με τα οποία μη ειδικοί αποφασίζουν αν διάφορα φυσικά φαινόμενα έχουν κοινή επιστημονική ερμηνεία. <i>Ψυχολογία</i> , 8.)
<i>inferred-belief task:</i>	επαγωγική στατιστική
<i>inflexibility:</i>	έργο συναχθείσης πεποίθησης
<i>informants correspondance:</i>	ακαμψία, ανελαστικότητα
<i>information processing:</i>	αντιστοίχιση πληροφοριοδοτών
<i>infusion programme:</i>	επεξεργασία πληροφοριών
<i>initiation:</i>	πρόγραμμα έγχυσης
<i>inoculation:</i>	έναρξη
<i>insecure attachment:</i>	εμβολιασμός, μπόλιασμα
<i>insecure behavio(u)r:</i>	ανασφαλής προσκόλληση
<i>insight:</i>	ανασφαλής συμπεριφορά
<i>instances of meaning:</i>	ενόραση
<i>institutional experience:</i>	περιπτώσεις σημασίας
<i>integration:</i>	ιδρυματική εμπειρία
<i>intelligence:</i>	ενσωμάτωση, ολοκλήρωση, σύνθεση
<i>interaction:</i>	νοημοσύνη
<i>interaction analysis:</i>	αλληλεπίδραση (στατ. όρος)
<i>intergroup bias:</i>	ανάλυση αλληλεπίδρασης
<i>internal locus of control:</i>	διομαδική μεροληψία, διομαδική στρέβλωση
<i>internal working model:</i>	εσωτερικός τόπος ή έδρα ελέγχου
<i>interpersonal:</i>	εσωτερικό μοντέλο εργασίας
<i>interpersonal circle theory:</i>	διαπροσωπικός.
<i>interrelational:</i>	θεωρία του διαπροσωπικού κύκλου
<i>intracranial self-stimulation:</i>	συσχετιστικός (βαθύτερων σχέσεων)
<i>intrapersonal:</i>	ενδοκρανιακός αυτοερεθισμός
<i>intrinsic activity:</i>	ενδοπροσωπικός
<i>intrinsic motivation to experience motivation:</i>	ενδογενής δραστηριότητα
<i>intrinsic motivation to know:</i>	εσωτερικά (ενδογενή) κίνητρα για βίωση
<i>introjected regulation:</i>	διέγερσης/κινήτρων
<i>intuition:</i>	εσωτερικά (ενδογενή) κίνητρα για απόκτηση γνώσης
<i>irrational thinking:</i>	ενδοπροβαλλόμενη ρύθμιση
<i>item:</i>	διαίσθηση
	παράλογη σκέψη
	ερώτηση, στοιχείο
	J
<i>job performance:</i>	επαγγελματική επίδοση
<i>job satisfaction:</i>	επαγγελματική ικανοποίηση
<i>judgment:</i>	κρίση
<i>joined attention:</i>	από κοινού παρατήρηση
	K
<i>kin terms:</i>	όροι συγγένειας
<i>kinship:</i>	συγγένεια

kurtosis:

κύρτωση

*lack of personal accomplishments:***L**

έλλειψη προσωπικών επιτευγμάτων

leadership:

ηγεσία, ηγετική

learned helplessness:

εκμαθημένο αίσθημα αβοήθητου - απελπισίας

lexical hypothesis:

λεξικολογική υπόθεση

liability:

αστάθεια

linguistic analysis:

γλωσσική ανάλυση

link function:

συνάρτηση σύνδεσης

list:

κατάλογος

loading:

φόρτιση

locus of control:

τόπος ελέγχου, έδρα ελέγχου

logical learning:

λογική μάθηση

logistic regression:

λογιστική παλινδρόμηση

looking-glass self:

αντανακλώμενος εαυτός

*maintenance:***M**

συντήρηση

manifestation:

εκδήλωση

MANOVA:

πολυμεταβλητή ανάλυση διακύμανσης

mapping:

χαρτογράφηση, αντιστοίχιση

marginalization:

περιθωριοποίηση

masking effects:

επίδραση απόκρυψης

mature coping strategies:

ώριμες στρατηγικές αντιμετώπισης (αγχονόμων καταστάσεων)

maximum likelihood method:

μέθοδος μεγίστης πιθανοφάνειας

measure development research:

έρευνα ανάπτυξης εργαλείων αξιολόγησης

mediate:

διαμεσολαβώ

meta-analysis:

μετα-ανάλυση

meta-analysis of comparisons:

μετα-ανάλυση συγκρίσεων

meta-analysis of relational research:

μετα-ανάλυση έρευνών συσχέτισης

metacognitive knowledge:

μεταγνωστική γνώση

microdialysis:

μικροδιαπίδυση

mind-body dualism:

δυσισμός πνεύματος-σώματος

model:

πρότυπο, μοντέλο, ομοίωμα

modification index:

δείκτης τροποποίησης

mood:

διάθεση

motivation:

κίνητρα

moralization:

ηθικοποίηση

multiple regression analysis:

ανάλυση πολλαπλής παλινδρόμησης

multivariate:

πολυμεταβλητός

multivariate correlational methods:

πολυμεταβλητές μέθοδοι συσχέτισης

multivariate statistical analysis:

πολυμεταβλητή στατιστική ανάλυση

multivariate time series analysis:

πολυμεταβλητή ανάλυση χρονοσειράς

*narrative thinking:***N**

αφηγηματική σκέψη

nationhood:

εθνότητα

<i>natural language:</i>	φυσική γλώσσα
<i>naturalistic qualitative research:</i>	νατουραλιστική ποιοτική έρευνα
<i>neurofeedback:</i>	νευροανάδραση, νευροεπανατροφοδότηση
<i>neurophysiological process:</i>	νευροφυσιολογική διεργασία
<i>neurotic coping strategies:</i>	νευρωτικές στρατηγικές αντιμετώπισης (αγχογόνων καταστάσεων)
<i>neurotransmitters:</i>	νευροδιαβιβαστές
<i>nomothetic group design:</i>	αναζήτηση γενικών γνωρισμάτων ή νόμων
<i>non parametric parallels:</i>	μη-παραμετρικά παράλληλα
<i>nonword repetition test:</i>	τεστ επανάληψης ψευδολέξεων
<i>norm:</i>	τυπικός βαθμός, τυπικός κανόνας
<i>normal:</i>	κανονικός
<i>normalized:</i>	κανονικοποιημένος
<i>normative data:</i>	κανονιστικά δεδομένα
<i>now-self:</i>	εαυτός της συγκεκριμένης στιγμής

Ο

<i>oblimin rotation:</i>	πλάγια περιστροφή των αξόνων
<i>oblique rotation:</i>	πλάγια περιστροφή των αξόνων
<i>observed:</i>	το παρατηρούμενο
<i>observer rating:</i>	αξιολογική εκτίμηση (βαθμολογία) παρατηρητή
<i>observing:</i>	το παρατηρούν
<i>odds ratio:</i>	λόγος πιθανοτήτων
<i>one way analysis:</i>	ανάλυση μονής κατεύθυνσης
<i>one way ANOVA:</i>	ανάλυση διακύμανσης μονής κατεύθυνσης
<i>one way design:</i>	σχέδιο έρευνας μονής κατεύθυνσης
<i>on line:</i>	τρέχων
<i>operational definitions:</i>	λειτουργικοί ορισμοί
<i>operational knowledge:</i>	λειτουργική γνώση
<i>operational thinking:</i>	λειτουργική σκέψη
<i>organismus:</i>	οργανισμός
<i>outcome:</i>	αποτέλεσμα
<i>outcome expectations:</i>	προσδοκίες αποτελέσματος
<i>outdirectedness:</i>	καθοδήγηση (ή κατεύθυνση) προς τα έξω
<i>overextension:</i>	υπεργενίκευση

Ρ

<i>paired samples:</i>	εξισωμένα ζεύγη
<i>paradoxical intention:</i>	παράδοξη πρόθεση
<i>parallel analysis:</i>	παράλληλη ανάλυση
<i>parameter:</i>	παράμετρος
	Οποιαδήποτε ποσότητα που αναφέρεται σε όλον τον πληθυσμό. Για παράδειγμα, ο αριθμητικός μέσος όρος όλου του πληθυσμού είναι μια παράμετρος.
	[Γρηγόρης Κιοσέογλου]
<i>parent-child interaction:</i>	αλληλεπίδραση γονέα-παιδιού
<i>parent training:</i>	εκπαίδευση των γονέων
<i>parental attributions of achievement:</i>	αιτιακές αποδόσεις της επίδοσης από τους γονείς
<i>parental involvement:</i>	γονεϊκή εμπλοκή

<i>part:</i>	τμήμα
<i>participant action research:</i>	έρευνα συμμετοχικής δράσης
<i>path analysis:</i>	ανάλυση διαδρομών
<i>perceived competence:</i>	αντιληπτή ικανότητα
<i>peer-leader:</i>	αρχηγός ομοτέχνων / συνομηλίκων
<i>peer-led intervention:</i>	παρέμβαση υλοποιούμενη από συνομηλίκους / ομοτέχνους
<i>peer nominations:</i>	χαρακτηρισμοί εκ μέρους των συνομηλίκων / ομοτέχνων
<i>peer rating:</i>	αξιολογική εκτίμηση (βαθμολογία) συντρόφων / ομοτέχνων
<i>performance:</i>	επίδοση
<i>periodic attractor:</i>	περιοδικός ελκυστής
<i>perseveration:</i>	εμμονή, έμμονη επανάληψη
<i>personal disturbance scale:</i>	κλίμακα προσωπικών διαταραχών
<i>phenomenological research:</i>	φαινομενολογική έρευνα
<i>phonological loop:</i>	φωνολογικό κύκλωμα, φωνολογικός βρόγχος
<i>phonological similarity effect:</i>	επίδραση / αποτέλεσμα της φωνολογικής ομοιότητας
<i>physical dependence:</i>	σωματική εξάρτηση
<i>pilot study:</i>	δοκιμαστική μελέτη, προκαταρκτική μελέτη / έρευνα
<i>point attractor:</i>	ελκυστής σημείου
<i>point in time:</i>	συγκεκριμένη στιγμή στο χρόνο / χρονικό διάστημα
<i>population effect size:</i>	επίδραση του μεγέθους του πληθυσμού
<i>positive possibility:</i>	θετική δυνατότητα
<i>positive regard:</i>	θετική εκτίμηση
<i>possible self:</i>	πιθανός / δυνητικός εαυτός (σε αντιδιαστολή προς τον πραγματικό εαυτό)
<i>postulation:</i>	αξίωμα (μαθ. όρος)
<i>potential selfhood:</i>	δυνητικός εαυτός
<i>power:</i>	ισχύς, εξουσία
<i>power analysis:</i>	ισχύς της ανάλυσης
	Συναφείς όροι: ισχύς στατιστικού τεστ, ισχύς στατιστικού ελέγχου [Κολύβα-Μαχαίρα, Φ., & Μπόρα-Σέντα, Ε. (1995). Στατιστική. Θεσσαλονίκη: Ζήτη.]
	ανάλυση ισχύος
	Ισχύς είναι η δυνατότητα που έχουμε να απορρίψουμε μια μηδενική υπόθεση όταν είναι ψευδής [σ. 41 στο: Norusis, M. J. (1993). SPSS for Windows. Advanced Statistics Manual. Chicago: SPSS Inc.].
	[Αριστοτέλης Κάντας]
<i>prediction analysis:</i>	ανάλυση προβλέψεων
<i>prediction research:</i>	έρευνα πρόβλεψης
<i>predictor:</i>	προγνωστικό όργανο
<i>pre-operational thought:</i>	προλογική σκέψη, προλειτουργική σκέψη
<i>preparatory:</i>	προπαρασκευαστικό
<i>preschoolers:</i>	προσχολική ηλικία
<i>pretactile interaction:</i>	προαπτική σχέση / αλληλεπίδραση
<i>primary prevention:</i>	πρωτογενής πρόληψη
<i>principal components analysis:</i>	ανάλυση κύριων συνιστωσών
<i>principal axes:</i>	κύριοι άξονες
<i>pro-social (behavior):</i>	θετική κοινωνική (συμπεριφορά)

<i>problem child:</i>	προβληματικό παιδί
<i>problem focused:</i>	εστιασμένο στο πρόβλημα
<i>problem-solving:</i>	λύση προβλημάτων
<i>problem solving (technique):</i>	(τεχνική) επίλυσης προβλημάτων
<i>procedural knowledge:</i>	διαδικαστική γνώση
<i>procedure:</i>	διαδικασία
<i>process:</i>	διεργασία, λειτουργία
<i>procrastination:</i>	αναβλητικότητα
<i>prompting:</i>	παρακίνηση
<i>psychic dependence:</i>	ψυχική εξάρτηση
<i>psychologization:</i>	ψυχολογιοποίηση
<i>psychometric research:</i>	ψυχομετρική έρευνα
<i>psychotherapy integration movement:</i>	κίνηση για τη σύνθεση των ψυχοθεραπευτικών μοντέλων
<i>punctuation:</i>	επιτοπισμός (όρος κλινικής ψυχολογίας)
Q	
<i>qualitative content analysis:</i>	ποιοτική ανάλυση περιεχομένου
<i>quantitative content analysis:</i>	ποσοτική ανάλυση περιεχομένου
<i>quantitative experimental design:</i>	ποσοτικός πειραματικός σχεδιασμός
<i>quantitative quasi-experimental design:</i>	ποσοτικός ημι-πειραματικός σχεδιασμός
<i>quasi-likelihood function:</i>	ημι-πιθανοφαιακές συναρτήσεις
R	
<i>range restriction:</i>	περιορισμός εύρους
<i>rating:</i>	βαθμολόγηση, αξιολόγηση, αξιολογική εκτίμηση
<i>rating scales:</i>	κλίμακες αξιολόγησης
<i>rational:</i>	συλλογιστική
<i>reading comprehension:</i>	κατανόηση κειμένου
<i>reality:</i>	πραγματικότητα
<i>reasoning:</i>	διαλογιστική
<i>reasoning modes:</i>	τύποι διαλογιστικής
<i>retribution training:</i>	επαναπροσδιοριστική εκπαίδευση/άσκηση
<i>referent:</i>	σημείο αναφοράς
<i>reflection:</i>	στοχασμός, αναλογισμός
<i>regression:</i>	παλινδρόμηση
<i>rehabilitation:</i>	αποκατάσταση
<i>relational learning:</i>	μάθηση σχέσεων
<i>relative deprivation:</i>	σχετική αποστέρηση
<i>reliability:</i>	αξιοπιστία
<i>repertory:</i>	απόθεμα
<i>reasoning:</i>	διαλογισμός
<i>resistant behavior(u)r:</i>	ανθιστάμενη συμπεριφορά
<i>resolving unfinished business:</i>	ολοκλήρωση μισοτελειωμένων υποθέσεων
<i>response:</i>	αντίδραση, απάντηση
<i>returnee:</i>	παλινοστών
<i>return migration:</i>	παλιννόστηση
<i>revision:</i>	αναθεώρηση
<i>reward:</i>	αμοιβή, ανταμοιβή
<i>rhetorical psychology:</i>	ρητορική ψυχολογία

rigidité mentale (γαλ.):
rigidity:
risk prognosis:
rotation:

salient identity:
sample size:
schema(ta):
schematic:

scientific literacy:
score:
scree plot:
scree test:
screening test:
second order cybernetics:
self-concept:

self-conception:
self-consistency:
self-control:
self-defining:
self-efficacy:
self-efficacy expectations:
step by step:
self-image:
self-knowledge:
self-management:
self-perception:
self-reflection:

self-relevant:
self-reports:
self-schema:
self-serving attributional bias:

self-system:
separation:
sequential analysis:

νοητική ακαμψία
 ακαμψία
 πρόγνωση κινδύνου
 περιστροφή

S

ευκρινής ταυτότητα
 μέγεθος δείγματος
 σχήμα(τα)
 σχηματικός (αυτός που έχει ένα γνωστικό σχήμα για μια κατάσταση)
 γνώση βασικών επιστημονικών εννοιών
 βαθμός, βαθμολογία, τιμή
 διάγραμμα παραγόντων
 διάγραμμα παραγόντων
 σύντομη (συνοπτική) εξέταση
 κυβερνητική δεύτερης τάξης
 έννοια του εαυτού

Η "έννοια του εαυτού" είναι μια ψυχολογική έννοια, ανώτερου ιεραρχικά επιπέδου, που έχει επιμέρους εκφάνσεις, όπως η αυτο-αντίληψη ή αυτο-εικόνα, η αυτο-εκτίμηση, η αυτο-αποτελεσματικότητα, κ.ά. Η απόδοση του όρου "self-concept" ως "αυτοαντίληψη" είναι εσφαλμένη, διότι από τη μια ο όρος "concept" δεν αποδίδεται ως "αντίληψη" αλλά ως "έννοια" και από την άλλη δεν πρέπει να χρησιμοποιείται εναλλακτικά το μέρος με το όλο. Εκτός αυτού, η χρήση ενός όρου στα ελληνικά για δύο διαφορετικούς αγγλικούς όρους ("self-concept" και "self-perception") δημιουργεί εννοιολογικά προβλήματα (η παλαιότερη ασάφεια στη χρήση των όρων κατά τη δεκαετία του 1980 έχει ξεπεραστεί πια διεθνώς).

[Αναστασία Ευκλείδη και Αριστοτέλης Κάντας]

αντίληψη για τον εαυτό του
 αυτο-συνέπεια
 αυτο-έλεγχος
 αυτοπροσδιορίζων
 αυτο-αποτελεσματικότητα
 προσδοκίες αυτο-αποτελεσματικότητας
 σταδιακή
 αυτο-εικόνα
 γνώση του εαυτού
 αυτο-διαχείριση
 αυτο-αντίληψη
 αυτοστοχασμός, αυτο-αναλογισμός, ενδοσκόπηση
 εαυτού
 σχετικός με τον εαυτό
 αυτο-αναφορές
 (γνωστικό) σχήμα του εαυτού
 αυτο-εξυπηρετική μονομέρεια στις διαδικασίες αιτιακής απόδοσης
 σύστημα εαυτού
 διαχωρισμός
 ανάλυση ακολουθίας

<i>seriation:</i>	σειροθέτηση
<i>set:</i>	σύνολο
<i>sex roles:</i>	ρόλοι των δύο φύλων
<i>sex role conflict:</i>	σύγκυση σεξουαλικής ταυτότητας και προσανατολισμού
<i>shaping:</i>	σταδιακή διαμόρφωση (συμπεριφοράς)
<i>shock:</i>	καταπληξία, σοκ
<i>sign language:</i>	νοηματική γλώσσα
<i>significance criterion:</i>	επίπεδο σημαντικότητας
<i>significant others:</i>	σημαντικοί άλλοι
<i>singular phenomenon:</i>	ενικό φαινόμενο
<i>situation:</i>	περίσταση, κατάσταση
<i>skewness:</i>	ασυμμετρία, λοξότητα
<i>sleeper effect:</i>	υπνώττουσα επίδραση
<i>snowball effect:</i>	επίδραση / αποτέλεσμα μορφής χιονοστιβάδας
<i>snowballing:</i>	τεχνική της χιονοστιβάδας, καταιγισμός
<i>social activity:</i>	κοινωνική δραστηριότητα
<i>social competence:</i>	κοινωνική ικανότητα
<i>social desirability effect:</i>	επίδραση / αποτέλεσμα του κοινωνικά επιθυμητού
<i>social facilitation:</i>	κοινωνική διευκόλυνση
<i>social loafing:</i>	κοινωνική αδράνεια
<i>social maturity:</i>	κοινωνική ωριμότητα
<i>social perception:</i>	διαπροσωπική αντίληψη
	Ο όρος "κοινωνική αντίληψη" (κατά λέξη μετάφραση) συνήθως εκλαμβάνεται ως "κοινωνική μέριμνα".
	[Αναστασία Ευκλείδη και Αριστοτέλης Κάντας]
<i>social relatedness:</i>	κοινωνική σχέση
<i>social support:</i>	κοινωνική στήριξη
<i>socio-cultural variable:</i>	κοινωνικο-δομική μεταβλητή
<i>sociocybernetics:</i>	κοινωνιοκυβερνητική
<i>software:</i>	λογισμικό
<i>specialist degree:</i>	πτυχίο ειδικότητας
<i>speech act:</i>	λεκτική πράξη
<i>spheres of control:</i>	πεδία ελέγχου
<i>split-half method:</i>	μέθοδος των δύο ημίσεων
<i>spurt:</i>	εκτίναξη
<i>stability:</i>	σταθερότητα
<i>standard:</i>	τυπικός
<i>standard multiple regression:</i>	τυπική πολλαπλή παλινδρόμηση
<i>statistic, the:</i>	το στατιστικό
	Οποιαδήποτε ποσότητα που υπολογίζεται με βάση τα δεδομένα ενός δείγματος. Για παράδειγμα, ο αριθμητικός μέσος όρος ενός δείγματος είναι ένα στατιστικό.
	[Γρηγόρης Κιοσέογλου]
<i>statistical power:</i>	στατιστική ισχύς
<i>statistical test:</i>	στατιστική δοκιμασία
<i>status:</i>	κοινωνική θέση, κύρος
<i>step by step:</i>	βήμα προς βήμα
<i>stepwise:</i>	βήμα προς βήμα
<i>stepwise multiple regression analysis:</i>	κατά βήμα πολλαπλή ανάλυση παλινδρόμησης

<i>stereotype:</i>	στερεότυπο
<i>stimulus:</i>	ερέθισμα
<i>strain:</i>	εκλυόμενη αντίδραση στο στρες
<i>strange attractor:</i>	παράξενος ελκυστής
<i>strength:</i>	δύναμη, δυνατότητα (με την έννοια του τι μπορεί να αποδώσει κάποιος ικανοποιητικά σε έναν τομέα δραστηριότητας)
<i>stress:</i>	στρες, πίεση, αγχογόνοι παράγοντες
<i>structuralism:</i>	δομισμός
<i>structure of social representation:</i>	δομή της κοινωνικής αναπαράστασης
<i>subject position:</i>	θέση υποκειμένου
<i>subjectification:</i>	υποκειμενικοποίηση
<i>subjective position:</i>	υποκειμενική θέση
<i>surgency:</i>	ορμητικότητα, δυναμισμός
<i>survey:</i>	δημοσκόπηση
<i>symbolic interaction:</i>	συμβολική αλληλεπίδραση
<i>systematic analysis:</i>	συστηματική ανάλυση

<i>target group:</i>	ομάδα στόχος
<i>task at hand:</i>	συγκεκριμένο πρόβλημα
<i>teaching for thinking:</i>	διδασκαλία για σκέψη
<i>test:</i>	δοκιμασία, εξέταση, τεστ
<i>test anxiety:</i>	άγχος εξετάσεων
<i>test-retest reliability:</i>	αξιοπιστία με τη μέθοδο εξέτασης-επανεξέτασης, αξιοπιστία διπλής χορήγησης
<i>test statistic:</i>	στατιστικό δοκιμασίας

Αναφέρεται στην ποσότητα που υπολογίζεται με βάση τα δειγματικά δεδομένα και χρησιμεύει στον έλεγχο της μηδενικής υπόθεσης της στατιστικής δοκιμασίας.

[Γρηγόρης Κισσέογλου]

<i>text:</i>	κείμενο
<i>tic:</i>	μυοσπασμός
<i>time sampling:</i>	χρονική δειγματοληψία
<i>timing:</i>	κατάλληλη χρονική στιγμή
<i>thought content:</i>	περιεχόμενο των σκέψεων
<i>to be primed:</i>	αυτό στο οποίο δίνεται προτεραιότητα
<i>trait:</i>	γνώρισμα, χαρακτηριστικό προσωπικότητας
<i>trait anxiety:</i>	το άγχος ως χαρακτηριστικό προσωπικότητας
<i>transfer:</i>	μεταβίβαση
<i>transference:</i>	μεταβίβαση
<i>threshold:</i>	κατώφλι, ουδός
<i>triangulation method:</i>	μέθοδος τριγωνοποίησης, τριγωνισμός
<i>triggering:</i>	πυροδότηση
<i>troubled family:</i>	διαταραγμένη οικογένεια
<i>two-flow process:</i>	δισδιάστατη διαδικασία, διαδικασία διπλής ροής
<i>two-way ANOVA:</i>	ανάλυση διακύμανσης διπλής κατεύθυνσης
<i>typicality:</i>	τυπικότητα

unattended speech/music:

univariate:

univariate F tests:

up regulation:

valence:

validity:

validity generalization:

variance:

variation:

varimax rotation:

victim:

victimisation:

vision:

visually impaired child:

vocabulary spurt:

vulnerability:

ways of coping:

weighted least squares method:

withdrawal syndrome:

within subject:

working self-concept:

worried well:

U

ακουστικά ερεθίσματα που το άτομο δεν προσέχει

μονομεταβλητός

μονομεταβλητές αναλύσεις

αυξορύθμιση, ρύθμιση προς τα άνω

V

σθένος

εγκυρότητα

γενίκευση εγκυρότητας

διακύμανση

διαφοροποίηση

ορθογώνια περιστροφή των αξόνων

θύμα

θυματοποίηση

εικόνα, όραμα

παιδί με οπτική ανεπάρκεια

λεξιλογική εκτίναξη

ευαλωτότητα

W

τρόποι αντιμετώπισης (αγχογόνων καταστάσεων)

μέθοδος σταθμισμένων ελαχίστων τετραγώνων

σύνδρομο στέρησης

ενδοϋποκειμενικό, εντός υποκειμένων (στατ. όρος)

εργαζόμενη έννοια του εαυτού (κατά το *working*

memory=εργαζόμενη μνήμη)

διαμαρτυρόμενοι υγιείς