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He is Professor of Developmental Psychology at the Department of Early Childhood Education & Care at the University of West Attica and has been a faculty member at the University of Ioannina, the Democritus University of Thrace, and for 11 years at the Hellenic Open University. He did his postgraduate studies in Research Methodology in Social and Developmental Psychology at the University of Strathclyde (Glasgow, Scotland) and PhD in the field of applied developmental psychology at the University of Wales (Cardiff). His research interests focus on issues related to family relationships and emotional attachment in preschool children, resilience in preschool and primary school children, children's psychosocial development and family and community relations of socio-economically vulnerable groups (e.g., Roma). He has participated as a principal investigator in 20 European transnational, national, or smaller-scale research projects. In the last 10 years he has been coordinator for Greece of three major research projects funded by the European Commission: CARE project (FP7), ISOTIS project (HORIZON 2020), PARTICIPA project (Erasmus KA2). He has served for several years as coordinator of the Developmental Psychology branch of the Hellenic Psychological Society (ELPSE) and for three periods as a member of the Board of Directors of ELPSE.

Selected Publications

1. Πετρογιάννης, Κ. (2003). *Η μελέτη της ανθρώπινης ανάπτυξης: Η οικοσυστημική προσέγγιση.* Αθήνα: Καστανιώτης
2. Melhuish, E.C., & Petrogiannis, K. (Eds.) (2006). *Early childhood care and education: International perspectives*. London: Routledge.
3. Gavriilidou, Z., & Petrogiannis, K. (Eds.) (2016). *Language Learning Strategies in the Greek setting: Research outcomes of a large-scale project*. Kavala: Saita Publications.
4. Gavriilidou, Z., Petrogiannis, K., Platsidou, M., & Psaltou-Joycey, A. (Eds.) (2017). *Language Learning Strategies: Theoretical issues and applied perspectives*. Kavala: Saita Publications.
5. Petrogiannis, K., & Dragonas, T. (2013). Family support and early childhood education and care in Greece. Στο: V. Barnekow, B. Bruun-Jensen, C. Currie, A. Dyson, N. Eisenstadt, & E. Melhuish (Eds.), *Improving the lives of children and young people: case studies from Europe* (vol. 1: Early years, pp. 2-14). Copenhagen: WHO European Office.
6. Πεντέρη, Ε. & Πετρογιάννης, Κ. (2017). Η γονική εμπλοκή υπό το πρίσμα της θεώρησης του "εκπαιδευτικού θύλακα" του παιδιού. Διάλογοι! *Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης, 3*, 97-122.
7. Petrogiannis, K., Aguiar, C., & Obrovská, J. (2019). Educational aspirations of Roma mothers in Czech Republic, Greece, and Portugal. In M. Broekhuizen, K. Wolf, R. Francot, T. Moser, G. Pastori, L. Nurse, E. Melhuish, & P. Leseman (Eds.), Resources, experiences, and support needs of families in disadvantaged communities (pp. 71-97). ISOTIS project, *Integrative report D2.5*.
8. Karela, C., & Petrogiannis, K. (2020). Young children's emotional well-being after parental divorce: Discrepancies between “resilient” and “vulnerable” children. *Journal of Educational and Developmental Psychology, 10*(1), 18-28.