

## LISTA DE LUCRĂRI

Conf. univ. dr. Ana-Maria CAZAN

### Teza de doctorat

Cazan, A. M. (2012). *Strategii de învățare autoreglată în context academic* sub coordonarea prof. univ. dr. Mihai Aniței

### Articole ISI cu factor de impact >0

1. **Cazan, A. M.**, Cocorada, E., & Maican, C. (2016). Computer anxiety and attitudes towards the computer and the internet with Romanian high-school and university students. *Computers in Human Behavior* 55, 258-267 (FI = 2,88)
2. Ogrutan, P., **Cazan, A. M.**, & Aciu, L. E. (2016). A comparison between two didactical approaches on shielding problems in the Electromagnetic Compatibility course – analytical method vs. simulation method. *International Journal of Electrical Engineering Education*, 53(2), 181-191. (FI = 0,30)
3. **Cazan, A. M.** & Truta, C. (2015). Stress, resilience and life satisfaction in college students. *Revista de Cercetare și intervenție Socială*, 48, 95-108. (FI = 0,42)
4. Ives, B., Alama, M., Mosora, L. C., Mosora, M., Grosu-Radulescu, L., Clinciu, A. I., **Cazan, A. M.**, Bădescu, G., Tufiș, C., Diaconu, M., & Duțu, A. (2016). Patterns and predictors of academic dishonesty in Romanian university students. *Higher Education* (in press). <https://link.springer.com/article/10.1007/s10734-016-0079-8> (FI = 1,20)
5. Cocoradă, E., **Cazan, A. M.**, & Orzea, I. E. (2016). School climate and school achievement in the Romanian secondary education. *Journal of Psychoeducational Assessment* (In press). <http://journals.sagepub.com/doi/full/10.1177/0734282916683285> (FI = 1,00)

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1. **Cazan, A. M.** (2015). Learning motivation, engagement and burnout among university students. *Procedia - Social and Behavioral Sciences*, 187, 413–417.

2. **Cazan, A. M.,** & Clinciu, A.I. (2015). Psychometric Evaluation of the Short Version of the Defense Style Questionnaire on a Romanian Non-clinical Sample. *Procedia - Social and Behavioral Sciences*, 187, 408–412.
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4. Ogrutan, P., **Cazan, A. M.,** & Aciu, L. E. (2014). *Enhancing learner involvement in the academic subject of Electromagnetic Compatibility*. IEEE: Optimization of Electrical and Electronic Equipment (OPTIM), 2014 International Conference, 892-897.
5. **Cazan, A. M.** (2014). Self-regulated learning and academic achievement in the context of online learning environments. *The International Scientific Conference Elearning and Software for Education*, 3, 90-95. Bucharest: "Carol I" National Defence University.
6. **Cazan, A. M.,** & Indreica, E-S. (2014). Traditional assessment of learning versus online assessment. *The International Scientific Conference Elearning and Software fFor Education* 3, 96-101. Bucharest: "Carol I" National Defence University.
7. **Cazan, A. M.** (2014). Academic resilience and academic adjustment for the first year university students. In M. Tomita & S.Cace (Eds.), *The Second World Congress on Resilience: From Person to Society* May 8-10, 2014 - Timișoara (Romania) (pp. 321-327). Bologna: Medimond.
8. **Cazan, A. M.** (2013). Teaching self-regulated learning strategies for psychology students. *Procedia - Social and Behavioral Sciences*, 78, 743-747.
9. **Cazan, A. M.** (2013). Validity of the Discipline Focused Epistemological Beliefs Questionnaire (DFEBQ) on a Romanian sample. *Procedia - Social and Behavioral Sciences*, 78, 713-714.
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11. Luca, M. R., **Cazan, A. M.,** & Tomulescu, D. (2013) Entrepreneurial personality in higher education. *Procedia - Social and Behavioral Sciences*, 84(9), 1045-1049.
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14. Luca, M.R., **Cazan, A. M,** & Tomulescu, D. (2012). To be or not to be an entrepreneur. *Procedia-Social and Behavioral Sciences*, 33, 173-177.

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16. Indreica, S. E, **Cazan, A. M.**, & Truța, C. (2011). Effects of learning styles and time management on academic achievement. *Procedia – Social and Behavioral Sciences*, 30, 1096-1102.
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3. Truța, C., Cazan, A.-M., David, L. T., Albisser, S., Keller-Schneider, M. (2016). Psychometric qualities of the Scale for Goal-Oriented Learning Motivation on two Romanian samples. *Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law*, 9(58), 2, 85-90.
4. Adams, B. G., Buzea, C., **Cazan, A. M.**, Sekaja, L., Stefenel, D., Gotea, M., & Meyers, M. C. (2016). Measurement Invariance of the Tilburg Work Identity Scale for Commitment and Reconsideration of Commitment (TWIS-CRC) in Romania, England, the Netherlands, and South Africa. *Psihologia Resurselor Umane*, 14(2), 122-135.

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6. Cazan, A. M. (2016). The factor structure of the Short Need for Cognition Scale. *Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law*, 9(58), 1, 19-28.
7. **Cazan, A. M.**, & Dumitrescu, S. (2016). Exploring the relationship between adolescent resilience, self-perception and locus of control. *Romanian Journal of Experimental Applied Psychology*, 7(1), 283-286.
8. Indreica, S.-E., & **Cazan, A. M.** (2016). Time management, constellation of interests and students' attitude towards e-learning platform. *Educatia 21 Journal*, 14, 32-38.
9. Cocoradă, E., Pavalache, M., Luca, M., & **Cazan, A. M.**, & Truta, C. (2015). Work satisfaction and teaching style with Romanian teachers. *Bulletin of the Transilvania University of Braşov, Series VII: Social Sciences, Law*, 9 (58), 17-30.
10. **Cazan, A. M.**, & Stan, M. M. (2015). Self-directed learning and academic adjustment at Romanian students. *Romanian Journal of Experimental Applied Psychology*, 6(1), 10-20.
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12. **Cazan, A. M.**, & Indreica, E. S. (2014). Need for cognition and approaches to learning among university students. *Procedia - Social and Behavioral Sciences*, 127, 134-138.
13. **Cazan, A. M.**, & Şchiopca, B. A. (2014). Self-directed learning, personality traits and academic achievement. *Procedia - Social and Behavioral Sciences*, 127, 640-644.
14. Cliniciu, A. I., & **Cazan, A. M.** (2014). Academic Adjustment Questionnaire for the university students. *Procedia - Social and Behavioral Sciences*, 127, 655-660.
15. Indreica, E.-S., & **Cazan, A. M.** (2013). Graphic exercise used as an active break in time management (intellectual training). *Review of the Air Force Academy*, 11, 2(24), 87-92.
16. Cazan, A.M. (2012). Assessing self-regulated learning: Qualitative vs quantitative research methods. *Proceedings of the 14th International Conference of Scientific Papers "Scientific research and education in the Air Force"- AFASES 2012*. Association for Research and Education.
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20. Cazan, A. M. (2011). Student motivation and self-regulated learning – a theoretical review. *Review of the Air Force Academy*, 9(2), 109-114.
21. Jacot, A., Frenay, M., & **Cazan, A. M.** (2010). Dropout of adult learners returning to university: interactions of motivational and environmental factors. *Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law*, 3(52), 83-90.
22. Indreica, S.-E & **Cazan, A. M.** (2010). L'ethnocentrisme et la communication nonverbale entre les étudiants de différentes ethnies. *Buletinul Universitatii Petrol Gaze Ploiesti*, LXII(3).
23. **Cazan, A. M.**, & Anitei, M. (2010). Motivation, learning strategies and academic achievement. *Roumanian Journal of Experimental Applied Psychology*, 1(1), 64-73.

## **Cărți și capitole în cărți**

### ***Cărți***

1. Cazan, A. M. (2015). *Introducere in psihologia experimentală*. Brașov: Editura Universității Transilvania din Brașov.
2. **Cazan, A. M.** (2014). *Statistică psihologică. Noțiuni teoretice, exemple și aplicații*. Brașov: Editura Universității Transilvania din Brașov.
3. Cocoradă, E., **Cazan, A. M.**, Cavaco, C., & Orzea, I. (2014). *Metode de cercetare calitativă în psihologie și științele educației*. Brașov: Editura Universității Transilvania din Brașov.
4. **Cazan, A. M.** (2013). *Strategii de autoreglare a învățării*. Brașov: Editura Universității Transilvania din Brașov.

### ***Capitole în cărți***

1. Cazan, A. M. (2015). Limbajul ca instrument de dezvoltare a metacogniției și a autoreglării în învățare. In M. Pavalache-Ilie (coord.), *Mozaicul comunicării*. Cluj: Presa Universitara Clujeana (pp. 104-113).
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  4. Năstasă, L. E., & **Cazan, A. M.** (2014). A training focused on developing master students' emotional intelligence. In M. Milcu (ed.), *Modern research in health, education and social sciences* (pp. 225-230). Bucuresti: Editura Universitară.
  5. Cocoradă, E, & Cazan, A. M. (2013). Verbal violence, aggression, impulsiveness and core self - evaluations in adolescence. In O. Clipa & G. Cramariuc (Eds), *Cercetare și Practică în Științele Educației* (pp. 179-185). Bucuresti: Editura Didactica si Pedagogică.
  6. Cazan, A. M. (2013). Abordarea empirică a stilurilor de învățare în studiile recente pe plan național și internațional. In S. Stanciu (Ed.), *Stilul de învățare și temperamentul școlărilor. Instrumente pentru o educație creativă* (pp. 187-193). București: Comunicare.ro
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  8. Cazan, A.-M. (2009). L'adaptation scolaire et les performances académiques. In volumul *Educație, calitate, dezvoltare durabilă* (pp. 467-472). Târgoviște: Editura Valahia University Press.
  9. Indreica, S.-E., & Cazan, A.M. (2009). Criza de originalitate si atitudinea fata de scoala la copiii EMO. In volumul *Educație, calitate, dezvoltare durabilă* (pp. 521-528). Târgoviște: Editura Valahia University Press.
  10. Cazan, A. M. (2007). Implicatii ale diferentierii Eului si ale mecanismelor de apărare asupra calității educației. În Pavalache, M. (coord). Simpozionul International „Universitatea ca resursă de cercetare valorificată la nivelul comunității locale, 29 noiembrie – 1 decembrie 2007 (pp. 137-140). Brașov: Editura Universității Transilvania din Brașov.

### ***Volume coordonate***

1. Aniței M., Chraif, M., **Cazan, A. M.**, Francisco,D., Stan, M. M., & Truța, C. (coord.). (2011). *The Proceedings of the International Conference Psychology and the Realities of the Contemporary World*. București: Editura Universitară.

## Lucrări publicate în reviste și volume internaționale cu referenți

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3. Cazan, A. M. (2011). Relations between self-regulated learning styles and academic performance. *Proceedings of the IXth International Conference Challenges in Higher Education and Research in the 21st Century, Sozopol 5-8 June 2011*. Sofia: Heron Press Ltd.,vol. 9.
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5. Cazan, A. M. (2010). Cognitive aspects of self-regulated learning of the first year students. In *International Conference PHOENIX – PHE 2010 Proceedings, 21 – 25 septembrie*. Brașov: Editura Universității Transilvania din Brașov.
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7. **Cazan, A. M.**, & Indreica, S.-E. (2010). Test anxiety and academic performances. In *International Conference PHOENIX – PHE 2010 Proceedings, 21 – 25 septembrie*. Brașov: Editura Universității Transilvania din Brașov.
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2. Cazan, A. M. (2009). Mecanismele de apărare specifice tulburărilor de personalitate din clusterul B. în *Revista de Psihologie și Ştiinţele Educaţiei*, 4(1), Braşov: Editura Universităţii Transilvania din Braşov, 66-77.
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### **Lucrări in-extenso publicate în volumele unor conferințe naționale**

1. **Cazan, A. M.** (2013). Metode de dezvoltare a abilităților metacognitive și autoreglatorii în predarea psihologiei. In volumul *Conferinței Naționale de Didactică, Reforma universitară a pregătirii noilor profesori, Iulie, 2011*.

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### **Lucrări prezentate la conferințe internaționale**

1. **Cazan, A. M., Keller-Schneider, M., David, L., Truta, C. & Albisser, S.** (2016). *Teachers' attitudes towards cooperation – does attending the JOBS program matters?* Presentation EARLI SIG 11 Teacher and Teacher Education, 20-22 Iunie 2016, Zürich.
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3. **Cazan, A. M., Pavalache, Ilie, M., & Truța, C.** (2016). Adaptarea și validarea Scalei Conflictul Viață Profesională – Viață Personală pentru populația din România. Lucrare prezentată la Conferința APIO “Horia Pitariu” Cluj Napoca, 2016.
4. **Cazan, A. M., & Truța, C.** (2016). *Emotional characteristics of highly resilient people.* The European Conference on Personality, 19-23 iulie, Timișoara.
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