

CURRICULUM VITAE

INFORMAȚII PERSONALE

Barta Andrea



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EXPERIENȚĂ PROFESIONALĂ

02/2024–prezent

Lector Universitar

Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației, Departamentul de Psihologie Aplicată, Cluj-Napoca

-cursuri și seminari: Psihologie experimentală și analiza datelor I, Psihologie experimentală și analiza datelor II, Metodologia cercetării în științele educației, Tehnologii de informare și comunicare, Metode avansate de cercetare I, Metode avansate de cercetare II, Evaluarea psihologică a copilului preșcolar și școlar

-conducerea practicii de profil

-activități tutoriale

10/2019–02/2024

Asistent Universitar

Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației, Departamentul de Psihologie Aplicată, Cluj-Napoca

-conducerea practicii de profil

-conducerea seminarilor de Psihologie Experimentală și analiza datelor

-activități tutoriale

02/2019–05/2019

Prezentator

4th International Congress of Rational Emotive Behavior Therapy, Cluj-Napoca

Titlul prezentării: *'Dynamic-Formative assessment of rational-irrational beliefs'*

02/2019–05/2019

Cercetător

Universitatea Babeș-Bolyai, Cluj-Napoca

-aplicarea unui robot humanoid în context terapeutic, pentru dezvoltarea capacităților sociale la copii cu tulburare de spectru autist

-ținerea legăturii cu părinții copiilor

-înregistrarea rezultatelor

2017–2018

Voluntar

Mindset - ziar de specialitate psihologică

-Publicații în domenii psihologice

-Organizarea evenimentelor de tematică psihologică

2016–2018

Voluntar

KMPSZIHE - Asociația Studenților Maghiari de Psihologie din Cluj-Napoca, Cluj-Napoca

-Organizarea evenimentelor de tematică psihologică

-Publicația articolelor cu temă psihologică

18/05/2017–21/05/2017

Prezentator

Cluj-Napoca (România)

Conferință Științifică Studențească din Transilvania, ediția XX

Secția Psihologie Cognitivă

Studiul prezentat: *‘Predictorii succesului gimnazial: efectul stilurilor de învățare, trăsăturilor de personalitate și zonei de control asupra performanței școlare’*

19/05/2016–22/05/2016

Prezentator

Cluj-Napoca (România)

Conferință Științifică Studențească din Transilvania, ediția XIX

Secția Psihologie Cognitivă

Studiul prezentat: *„Trăsături de personalitate și stiluri de învățare valide în gimnaziu. Universalitatea identicului și labirintul diferențelor”*

EDUCAȚIE ȘI FORMARE

2019–2023

PhD, Nivel doctoral

Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației, Psihodiagnostic și Intervenții Psihologice Validare Științifică, Cluj-Napoca (România)

2017–2019

Masterat – Consultanță și Intervenție Psihologică

Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației, Cluj-Napoca (România)

2017–2019

Modul pedagogic, Nivel II

Universitatea Babeș-Bolyai, DPPD, Cluj-Napoca (România)

2014–2017

Diplomă de licență - Psihologie

Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științe ale Educației, Cluj-Napoca (România)

2014–2017

Modul pedagogic, Nivel I

Universitatea Babeș-Bolyai, DPPD, Cluj-Napoca (România)

COMPETENȚE PERSONALE

Limba maternă maghiară

Limbile străine

engleză

ÎNȚELEGERE		VORBIRE		SCRIERE
Ascultare	Citire	Participare la conversație	Discurs oral	
B2	B2	B2	B2	C1

Niveluri: A1 și A2: Utilizator elementar - B1 și B2: Utilizator independent - C1 și C2:

Utilizator experimentat

Cadrul european comun de referință pentru limbi străine

Competențe de comunicare

-abilitate bună și asertivă de comunicare dobândită în experiența mea ca asistentă universitară și în activități la asociații în care am făcut parte

Competențe organizatorice/manageriale

-abilități bune de organizare: organizarea seminarilor, exercițiilor, activităților și evenimentelor
-abilități bune de conducere, dobândite în cursul anilor de studiu ca leader în mai multe grupuri din care am făcut parte

Competențe digitale

AUTOEVALUARE

Procesarea informației	Comunicare	Creare de conținut	Securitate	Rezolvarea de probleme
Utilizator experimentat	Utilizator independent	Utilizator experimentat	Utilizator independent	Utilizator experimentat

Competențele digitale - Grilă de auto-evaluare

- utilizator experimentat al pachetului Microsoft Office
- utilizator experimentat al programului SPSS
- utilizator independent al programului Comprehensive Meta-Analysis
- utilizator independent al programului MPlus

LIST OF PUBLICATIONS AND SCIENTIFIC MANIFESTATIONS

Articles published in WoS journals

- Barta, A.**, Fodor, L. A., Tamas, B., & Szamoskozi, I. (2022). The development of students critical thinking abilities and dispositions through the concept mapping learning method – A meta-analysis. *Educational Research Review*, 37, 100481. <https://doi.org/10.1016/j.edurev.2022.100481>
- Barta, A.**, Póka, T., & Tamás, B. (2024). Validation and evaluation of the factorial structure of two versions of the Metacognitive Awareness Inventory. *Journal of Psychological and Educational Research*, 32(2), 52-66.
- Póka, T., & **Barta, A.** (2024). THE EFFECTIVENESS OF COMPASSIONATE MIND TRAINING (CMT) FOR UNDERGRADUATE STUDENTS. *Journal of Evidence-Based Psychotherapies*, 24(2), 69-104. <https://doi.org/10.24193/jebp.2024.2.12>
- Póka, T., Fodor, L. A., **Barta, A.**, & Mérő, L. (2023). A Systematic review and meta-analysis on the effectiveness of self-compassion interventions for changing university students' positive and negative affect. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04834-4>

Articles published in Erih + journals

- Barta, A.**, Póka, T., & Tamás, B. (2024). Metacognitive Awareness and Group Membership as Predictors of Academic Performance. *Educatia 21 Journal* (27), Art. 07. <https://doi.org/10.24193/ed21.2024.27.07>
- Barta, A.**, Tamás, B., & Póka, T. (2024). The comparison of several factorial structures of the Cornell Critical Thinking Test Level Z. *STUDIA UBB PSYCHOL.-PAED.*, LXIX(1), 5-26. <https://doi.org/10.24193/subbpsyped.2024.1.01>
- Both, S.-Á., Dávid, T., & **Barta, A.** (2025). Bullying and Protection: The Influence of Moral Disengagement. *Studia Universitatis Babeş-Bolyai Psychologia-Paedagogia*, 70(1), 5–30. <https://doi.org/10.24193/subbpsyped.2025.1.01>
- Dávid, T., Both, S.-Á., & **Barta, A.** (2026). The Relationship Between Individual Factors and Critical Thinking: A

Multidimensional Approach. *Studia Universitatis Babeş-Bolyai Psychologia-Paedagogia*, 71(1), 279–301.

<https://doi.org/10.24193/subbypsyped.2026.1.12>Gábor, E., &

Barta, A. (2024). EFFECT OF EMPATHY PRIMING ON EMOTIONAL INTELLIGENCE AND EMPATHY DEFICIT AS A TRAIT OF GRANDIOSE STATE NARCISSISM. *Journal of Psychological and Educational Research*, 32(1), 88-108.

Póka, T., **Barta, A.**, & Mérő, L. (2024). A Validation Study of the Self-Compassion Scale - Short Form - Hungarian Version (SCS-SF-HU) with University Students. *European Journal of Applied Positive Psychology*, 8(2), Art. 2, 1-14.

Póka, T., **Barta, A.**, & Mérő, L. (2022). Predictive Power of Self-Compassion in Anticipating Positive and Negative Workout-Related Emotions During COVID-19. *European Journal of Applied Positive Psychology*, 6, 14, 1-10. <https://www.nationalwellbeingservice.org/volumes/volume-6-2022/volume-6-article-14/>

Póka, T., **Barta, A.**, & Mérő, L. (2023). Self-Compassion Mediates the Relationships Between University Students' Mindfulness, Dysfunctional Attitudes, and Various Distress and Well-Being Indicators. *Journal of research in higher education*, VII (2), 35-66. <https://doi.org/10.24193/JRHE.2023.2.2>

Póka, T., **Barta, A.**, Veres, A., & Mérő, L. (2023). Hungarian Adaptation of Types of Positive Affect Scale: Differentiation Between Activating and Soothing Positive Affect. *STUDIA UBB PSYCHOL.-PAED*, LXVIII (2), 5-21. <https://doi.org/10.24193/subbypsyped.2023.2.01>

Póka, T., Veres, A., & **Barta, A.** (2023). Self-compassion predicts students athletes' negative and positive affect after remembering exercise-related setbacks. *Studia Educatio Artis Gymnasticae*, 68(3), 31-44. [https://doi.org/10.24193/subbeag.68\(3\).21](https://doi.org/10.24193/subbeag.68(3).21)

Articles published in other indexed journals

Barta, A., Tamás, B., Gálfi, B., & Szamosközi, I. (2021). Time perspectives as the predictors of online self-regulated learning. *Journal of e-learning research*, 1(2), 32-40. <https://doi.org/10.33422/jelr.v1i2>.

Barta, A., Tamás, B., & Szamosközi, I. (2018). Big Five personality traits and learning approaches as predictors of achievements in humanities and science subjects. *Transylvanian Journal of*

Psychology, 19(2), 31-55. RO ISSN: 1454-797

Barta, A., Tamás, B., & Szamosközi, I. (2019). Human mediators of the relationship between metacognitive awareness and academic achievement: parents' and teachers' support. A mediation analysis. *Transylvanian Journal of Psychology*, 20(2), 31-55.
<https://doi.org/10.24193/TJP.XX.2.3>

Póka, T., **Barta, A.,** & Mérő, L. (2024). The Effectiveness of Online Mindfulness Training for Reducing Stress in Academic Context During COVID-19 Restrictions. *International Journal of Stress Prevention and Wellbeing*, 8, Art. 3, 1-14.

Tamás, B., **Barta, A.,** & Szamosközi, I. (2022). The effect of art expertise on visual symmetry and asymmetry preference. *European Journal of Behavioral Sciences*, 5(1), 11–17.
<https://doi.org/10.33422/ejbs.v5i1.592>

Tamás, B., **Barta, A.,** & Szamosközi, I. (2018). Effect of expertise in visual arts in object recognition of distorted visual stimuli. *Transylvanian Journal of Psychology*, 19(1), 33-46. RO ISSN: 1454-797

Books

Kotta, I., & **Barta, A.** (2024). *Kísérleti pszichológia és adatfeldolgozás 2.: Feladatgyűjtemény I.* Presa Universitară Clujeană. ISBN 978-606-37-2394-0

Chapters in edited books

Barta, A. (2025). Kognitív fejlődés és fejlesztés. In R. Orbán (Ed.), *Különleges világ: belépő a gyógypedagógia világába* (pp. 109-117). Presa Universitară Clujeană

Barta, A. (2025). Main Areas of Human Development I: Emotional, Cognitive and Social Growth From Birth to Late Adolescence. In B. Raposa & B. P. Hámornik (Eds.), *Social and Personality Development in Childhood* (pp. 111-135). Central European Academic Publishing.
https://doi.org/10.71009/2025.brbph.sapdic_4

Barta, A. (2024). Mérlegelő kamasz: kritikai gondolkodás serdülőkorban. In I. Kotta (Ed.), *Zúgolódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban.* (pp. 19-26). Presa Universitară Clujeană. ISBN 978-606-37-2285-1, 978-606-37-2286-8

Barta, A. (2024). Nyugtalan kamasz: az érzelmi élet sajátosságai serdülőkorban. In I. Kotta (Ed.),

Zúgolódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban. (pp. 27-32). Presa Universitară Clujeană. ISBN 978-606-37-2285-1, 978-606-37-2286-8

Barta, A. (2020). Reflektív gyermek: metakognitív gondolkodás kisiskoláskorban. In I. Kotta (Ed.), *Fészkelődők: Érdekességek a kisiskoláskor pszichológiájából* (pp. 38-44). Presa Universitară Clujeană.

Barta, A. (2020). A metakogníció. In S. Farcas (Ed.), *Nevelésszichológia. 2. Kötet. Mit kell a tanároknak tudniuk az iskolai tanulásról?* (pp. 81-107). Presa Universitară Clujeană

Barta, A. (2025). Extracurricular Activities as the Main Indicators of Academic Excellence - Theoretical Review. In I. Dobák & J. Farkas (Eds.). *Law Enforcement, Psychology and Security in Dialogue: Interdisciplinary perspectives* (pp. 28-38). Hungarian Society of Police Sciences. ISBN 978-615-6456-42-7

Barta, A. (2025). The Measurement of Metacognitive Processes in Psychology Research - A Review. In S. Mátyás, J. Farkas, & I. Dobák (Eds.). *Interdisciplinary Approaches to Challenges: Law Enforcement, Psychology and Security in Focus.* (pp. 107-115). Ludovika Egyetemi Kiadó. https://doi.org/10.36250/01260_09

Articles published in international scientific conference proceedings

Barta, A., & Szamosközi, I. (2019). Differences in metacognitive regulation skills between competition attending and non-attending undergraduate students. *6th International Scientific Conference on Social Sciences. Conference Proceedings*, 6(3), 153-160. <https://doi.org/10.5593/SWS.ISCSS.2019.3>

Barta, A., & Szamosközi, I. (2019). What are the most determining factors in predicting undergraduate students' participation in competitions: social support or academic accomplishment? *6th International Scientific Conference on Social Sciences. Conference Proceedings*, 6(3), 353-360. <https://doi.org/10.5593/SWS.ISCSS.2019.3>

Barta, A., Tamás, B., Gálfi, B., Póka, T., & Szamosközi, I. (2021). Excellence-based predictors of undergraduate students' critical thinking ability. *8th International Scientific Conferences on Social Sciences-ISCSS 2021*, 8(1), 215-222. <https://doi.org/10.35603/sws.iscss.2021/s06.21>

Barta, A., Tamás, B., Gálfi, B., Póka, T., & Szamosközi, I. (2021). Excellence-based predictors of

undergraduate students' metacognitive awareness. *8th International Scientific Conferences on Social Sciences-ISCSS 2021*, 8(1), 205-214. <https://doi.org/10.35603/sws.iscss.2021/s06.20>

Barta, A., Tamás, B., & Szamosközi, I. (2020). Cognitive predictors of academic performance: Metacognitive knowledge and regulation. *7th SWS International Scientific Conference on Social Sciences –ISCSS 2020*, 7(1), 309-316. <https://doi.org/10.5593/sws.iscss.2020.7.1/s06.37>

Barta, A., Tamás, B., & Szamosközi, I. (2020). Cognitive processes explaining participation in competitions: metacognitive awareness, knowledge and regulation. *7th SWS International Scientific Conference on Social Sciences –ISCSS 2020*, 7(1), 317-324. <https://doi.org/10.5593/sws.iscss.2020.7.1/s06.38>

Galfi, B., Kalcza Janosi, K., Tamas, B., **Barta, A.**, Szamoskozi, I. (2022). The relationship between callous-unemotional traits and symptoms of conduct disorder: a meta-analysis. *9th SWS International Scientific Conferences on SOCIAL SCIENCES - ISCSS 2022*. <https://doi.org/10.35603/sws.iscss.2022/s06.063>

Galfi, B., Kalcza Janosi, K., Tamas, B., **Barta, A.**, Szamoskozi, I. (2022). Validation of the Hungarian version of Behavior Rating Inventory of Executive Function - Adult Version questionnaire. *9th SWS International Scientific Conferences on SOCIAL SCIENCES - ISCSS 2022*. <https://doi.org/10.35603/sws.iscss.2022/s06.065>

Tamás, B., **Barta, A.**, & Gálfi, B. (2022). The effect of art history training on artistic critical thinking during covid-19 lockdown. *ICERI2022 Proceedings*, 5144-5148. <https://doi.org/10.21125/iceri.2022.1253>

Tamas, B., Fodor, L.-A., Galfi, B., **Barta, A.**, & Szamoskozi, I. (2022). Visual art, as domain specific knowledge in visual stimuli comprehension: a meta-analytical review of art and non-art experts' eye fixation duration. *9th SWS International Scientific Conferences on SOCIAL SCIENCES – ISCSS 2022*. <https://doi.org/10.35603/sws.iscss.2022/s06.064>

Tamas, B., Galfi, B., & **Barta, A.** (2022). Does knowing equal to experiencing? The impact of art interest and knowledge on inspiration frequency. *9th SWS International Scientific Conferences on SOCIAL SCIENCES – ISCSSL 2022*. <https://doi.org/10.35603/sws.iscss.2022/s06.057>

Tamás, B., **Barta, A.**, & Szamosközi, I. (2021). The Role of Art Expertise on Visual Symmetry and Asymmetry Preference. *12th International Conference on Humanities, Psychology and Social Sciences*. 96-104. <https://www.dpublication.com/wp-content/uploads/2021/05/38-60047.pdf>

Tamás, B., **Barta, A.**, & Szamosközi, I. (2021). The Role Of Stimuli Complexity And Handedness On Visual Symmetry And Asymmetry Preference. *5th International Academic Conference on Humanities and Social Science*. 117-124. <https://www.dpublication.com/wp-content/uploads/2021/06/075-585.pdf>

International conference participation (paper and poster presentations)

Barta, A. (2026, March 12). *What is critical thinking? - Critical thinking skills and dispositions – Theoretical Review [Paper presentation]*. 3rd LEPSY CEEPUS Network Research and Cooperation Conference. Ludovika University of Public Service.

Barta, A. (2025, March 12). *Extracurricular Activities as the Main Indicators of Academic Excellence – Theoretical Review [Paper presentation]*. 2nd LEPSY CEEPUS Network Research and Cooperation Conference. Ludovika University of Public Service.

Barta, A. (2024, December 6). *MAIN AREAS OF HUMAN DEVELOPMENT: EMOTIONAL, COGNITIVE AND SOCIAL GROWTH FROM BIRTH TO LATE ADOLESCENCE [Paper presentation]*. Children's Rights Day III. Budapest, Hungary.

Barta, A., & Póka, T. (2024, March 12). *The measurement of metacognitive processes in psychology research – Review [Paper presentation]*. 1st LEPSY CEEPUS Network Research and Cooperation Conference. Ludovika University of Public Service.

Barta, A., Szamosközi, I., & Tamás, B. (2021, July 18-23). *Competition related moderators of the relationship between metacognition and academic excellence [Poster presentation]*. The 32nd International Congress of Psychology. Prague, Czech Republic.

Tamás, B., **Barta, A.**, & Szamosközi, I. (2020, May 21-24). *Training in visual art results in more unified reaction time over priming conditions [Poster presentation]*. 32nd APS Annual Convention. Chicago, IL, USA. <https://doi.org/10.13140/RG.2.2.31839.48802>

Tamás, B., Szamosközi, I., & **Barta, A.** (2021, July 18-23). *Can art make a difference? The effect of experience in arts, and context on object recognition [Poster presentation]*. The 32nd International Congress of Psychology. Prague, Czech Republic.

CIVIC ACTIVITIES (PRO UBB AND SOCIETY)

- 2023 - Holding workshops at the Scientific Movement event series organized by the Hungarian Student Union in Cluj-Napoca.
- 2023 - Voluntary psychological counseling activities, helping vocational school students with low social economic status at the Kallós Zoltán Foundation.
- 2024 - The organization of the university's open day, popularizing the majors of psychology and special education for high school students.
- 2024 - Holding workshops at the Long Weekend for High School Students, UBB
- 2024 – Elaboration of class schedules
- 2024 – Elaboration of accreditation documents
- 2024-2025 – Organization of the 4th International Conference for Psychodrama with Children and Youth
- 2025-2026 – Organization of the 1st Transylvanian Hungarian Psychologist and Special Education Teacher Days
- 2026 – Conducting a workshop at the 1st Transylvanian Hungarian Psychologist and Special Education Teacher Days titled: *Education for critical thinking in the digital world*

