



## Tamás Borbála

**Date of birth:** 1990. November 14. | **Sex:** Female | **Phone:** (+40) 264445206 (Work) | **Email:** [borbala.tamas@ubbcluj.ro](mailto:borbala.tamas@ubbcluj.ro) |

**Address:** 128 December 21, 1989 Sugárút 18 szám, 400603, Kolozsvár, Romania (Work)

### WORK EXPERIENCE

**BABEȘ-BOLYAI UNIVERSITY, DEPARTMENT OF APPLIED PSYCHOLOGY – CLUJ- NAPOCA, ROMANIA**  
**UNIVERSITY LECTURER – 2023. SEPTEMBER 01. – CURRENT**

**BABEȘ-BOLYAI UNIVERSITY, DEPARTMENT OF APPLIED PSYCHOLOGY – CLUJ- NAPOCA, ROMANIA**  
**UNIVERSITY ASSISTANT – 2017. OCTOBER 01. – 2023. OCTOBER 01.**

**AUDI HUNGARIA FACULTY OF VEHICLE ENGINEERING DEPARTMENT OF LOGISTICS AND FORWARDING – GYŐR, HUNGARY**

**SYSTEM THEORY RESEARCHER – 2022. SEPTEMBER – CURRENT**

**LEADERSHIP AND MARKETING DEPARTMENT, SZÉCHENYI ISTVÁN UNIVERSITY – GYŐR, HUNGARY**  
**FINANCIAL DIGITALIZATION AND FINTECH INNOVATION RESEARCHER – 2023 – CURRENT**

**HUNGARIAN UNIVERSITY OF SPORTS SCIENCE, INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES – BUDAPEST, HUNGARY**

**RESEARCHER – 2022. NOVEMBER – 2023. MARCH**

**APÁCZAI CSERE JÁNOS FACULTY OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES, SZÉCHENYI UNIVERSITY – GYŐR, HUNGARY**

**GUEST LECTURER: MOTIVATION AND CONFLICT MANAGEMENT THROUGH COACHING METHODS – 2022. SEPTEMBER – 2022. DECEMBER**

### EDUCATION AND TRAINING

2017 – 2021 Cluj- Napoca, Romania  
**PHD FIELD: PSYCHOLOGY** Babeș-Bolyai University

2017 – 2019 Cluj- Napoca, Romania  
**MA DEGREE: PSYCHOLOGICAL COUNSELLING AND INTERVENTION** Babeș-Bolyai University, Department of Applied Psychology

2014 – 2017 Cluj- Napoca, Romania  
**BA DEGREE: PSYCHOLOGY** Babeș-Bolyai University, Department of Applied Psychology

2014 – 2016 Cluj- Napoca, Romania  
**MA DEGREE: VISUAL ARTS** University of Art and Design Cluj- Napoca

2011 – 2012 Erfurt, Germany  
**BA DEGREE: VISUAL ARTS** Universitaet Erfurt

2009 – 2012 Timișoara, Romania  
**BA DEGREE: VISUAL ARTS, PAINTING** West University of Timișoara

### LANGUAGE SKILLS

Mother tongue(s): **HUNGARIAN**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
GERMAN	B2	B2	B2	B2	B2
ENGLISH	C2	C2	C1	C1	C1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user

## PUBLICATIONS

2024

### [Executive Functions and Competitive Attitudes in Near-Elite Ice Hockey Players](#)

Tamás, B., Géczi, G., Gurisatti, L., Gábor, L., Baracska, Z., & Géczi, G. (2024). Executive Functions and Competitive Attitudes in Near-Elite Ice Hockey Players. *Physical Culture and Sport*, 104(1), 15-24.

2024

### [Factors and Variables Shaping Generation Z's Adoption of FinTech](#)

Idziak, E., Vinkóczy, T., Tamás, B., & Kurucz, A. (2024). Factors and Variables Shaping Generation Z's Adoption of FinTech. In *Alternative Finance* (pp. 75-89). Routledge.

2024

### [Assessing and evaluating potential systems resilience](#)

Sós, E., Földesi, P., & Tamás, B. (2024, September). Assessing and evaluating potential systems resilience. In 2024 IEEE 15th International Conference on Cognitive Infocommunications (CogInfoCom) (pp. 000043-000050). IEEE.

2024

### [VALIDATION AND EVALUATION OF THE FACTORIAL STRUCTURE OF TWO VERSIONS OF THE METACOGNITIVE AWARENESS INVENTORY](#)

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.

2024

### [The comparison of several factorial structures of the Cornell Critical Thinking Test Level Z.](#)

BARTA, A., TAMÁS, B., & PÓKA, T. (2024). The comparison of several factorial structures of the Cornell Critical Thinking Test Level Z. *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, 69(1).

2024

### [Metacognitive Awareness and Group Membership as Predictors of Academic Performance](#)

Barta, A., Póka, T., & Tamás, B. (2024). Metacognitive Awareness and Group Membership as Predictors of Academic Performance. *Educatia* 21, (27), 75-82.

2024

### [Tech titans: Generation Z's role in the FinTech evolution](#)

3. Vinkóczy, T., Idziak, E., Tamás, B., & Kurucz, A. (2024). Tech titans: Generation Z's role in the FinTech evolution. *Journal of Infrastructure, Policy and Development*, 8(10), 8201.

2024

### [Stílusos kamasz: esztétika és érzelmek serdülőkorban](#)

Tamás B. (2024). Stílusos kamasz: esztétika és érzelmek serdülőkorban. In Kotta I. (Ed) Zúgolódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban, Editura Presa Universitara Clujana. 112-115. ISBN: 978-606-37-2285-1, 137-143.

2023

### **Fantáziadús gyerek: a képzelet szerepe a mentális fejlődésben**

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Tamás B. (2023). Fantáziadús gyerek: a képzelet szerepe a mentális fejlődésben. In Kotta I. (Ed) Mocorgók Érdekességek az óvodáskor pszichológiájából, Editura Presa Universitara Clujana. 112-115. ISBN: 978-606-37-1817-5, 64-69.

2023

### **Cirkafirkáló gyermek: gyerekrajzok óvodáskorban**

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Tamás B. (2023). Cirkafirkáló gyermek: gyerekrajzok óvodáskorban. In Kotta I. (Ed) Mocorgók Érdekességek az óvodáskor pszichológiájából, Editura Presa Universitara Clujana. 112-115. ISBN: 978-606-37-1817-5, 69-76.

2022

### **[The development of students critical thinking abilities and dispositions through the concept mapping learning method–A meta-analysis](#)**

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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.

2022

### **Time Perspectives as The Predictors of Online Self-Regulated Learning**

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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.

2021

### **[The role of stimuli complexity and handedness on visual symmetry and asymmetry preference \[J\]](#)**

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Tamás, B., Barta, A., & Szamosközi, I. (2021). The role of stimuli complexity and handedness on visual symmetry and asymmetry preference [J]. Eur. J. Behav. Sci, 4, 35-41.

2021

### **Okosodó gyermek: tanulás és emlékezet kisiskoláskorban**

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Tamás B. (2021). Okosodó gyermek: tanulás és emlékezet kisiskoláskorban. In Kotta I. (Ed) Fészkelődők Érdekességek a kisiskoláskor pszichológiájából, Editura Presa Universitara Clujana. 112-115. ISBN: 978-606-37-0816-9, 32-37.

2020

### **[COGNITIVE PREDICTORS OF ACADEMIC PERFORMANCE: METACOGNITIVE KNOWLEDGE AND REGULATION](#)**

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Barta, A., Tamás, B., & Szamosközi, I. (2020). Cognitive predictors of academic performance: Metacognitive knowledge and regulation. In 7th SWS International Scientific Conference on Social Sciences ISCSSL 2020 (pp. 309-316).

## **● CONFERENCES & SEMINARS**

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2025. MAY 19. – 2025. MAY 23. Hagen, Germany

### **Erasmus + Teaching Mobility**

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2025. APRIL 22. – 2025. APRIL 24. Szombathely, Hungary

### **37. Országos Tudományos Diákköri Konferencia**

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Jury Member in the Section of Education, Psychology, Andragogy, and Library Science

2025. APRIL 11. – 2025. APRIL 13. Cluj- Napoca, Románia

### **Romániai Középszintű Tudományos Konferenciája**

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## **Jury Member in the Psychology and Education Section**

2025. APRIL 01. – 2025. APRIL 04. Sofia, Academy of the Ministry of Interior, Bulgária

**Development of Critical Thinking in Clinical Diagnostics with Visual Thinking Strategies (VTS)**

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Guest Lecturer through the CEEPUS Network

2025. JANUARY 27. – 2025. JANUARY 29. Ludovika University of Public Service, Faculty of Law Enforcement, Budapest

**Promotion of critical thinking, mental health, and resilience with Visual Thinking Strategy**

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Guest Lecturer through the LEPSY CEEPUS Network

2024. OCTOBER 08. – 2024. OCTOBER 10. Cluj- Napoca

**Section Chair at the Connecting the Dots Conference**

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2024. OCTOBER 10. – 2024. OCTOBER 12. Győr

**Co-Chair of the Kautz Conference on Business and Economics**

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