

Universitatea Babeş-Bolyai Cluj-Napoca  
Facultatea de Psihologie și Științe ale Educației  
Departamentul de Psihologie Aplicată  
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## **L I S T A**

### **lucrărilor științifice în domeniul disciplinelor din postul didactic**

#### **a.) Teza de doctorat**

Demeter Karmen (2012). *Predictorii socio-cognitivi ai agresivității școlare*. Universitatea Babeş-Bolyai, Cluj-Napoca, pp.310.

#### **b.) Brevete de invenție**

- Nu e cazul

#### **c.) Cărți și capitole în cărți**

- 1.** Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Bohács K., Dawson L., Sønnesyn G.(2011). Critical reflections and suggestions for change. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
- 2.** Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Rosário, A., Rebocho, M., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Tests and instruments currently used in Partner Countries. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
- 3.** Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Rosário, A., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Organisation of assessment in Partner Countries. in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4
- 4.** Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Candeias, A., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Organisation and legislation of special needs education in the

Partner Countries in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4

5. Lebeer, J., Birta-Székely N, **Demeter K**, Partanen P., Bohács K., Dawson L., Orban R., Sønnesyn G.(2011). Problematic issues in assessment in Jo Lebeer, Adelinda Candeias & Maria Luísa Grácio (Editors). *With a different glance. Dynamic Assessment and Functioning of Children Oriented at Development & Inclusive Learning*. Garant, Antwerpen-Apeldoorn, ISBN 978-90-441-2802-4

#### d.) Articole în extenso publicate în reviste din fluxul științific internațional principal

##### Lucrări indexate ISI/BDI

1. Szabo K., & **Demeter K**. (2014). Creativity and Personality Profiles of Adolescents based on Cyberbullying Roles- pilot study. *Erdélyi Pszichológiai Szemle (Transylvanian Journal of Psychology)*, 15, 181-198.
2. **Demeter K.**, Szamosközi S. (2013). A Quantitative Meta-analysis of the Association between Subtypes of Aggression and Sociometric Status in Primary School Children. *Erdélyi Pszichológiai Szemle*, 14, 149-172.
3. **Demeter K**. (2013). A Comparative Study of Social Prejudice towards Typically Developing School Children and Children with SEN. Suggestions for Buffering Maladaptive Effects. *Erdélyi Pszichológiai Szemle Special Issue*, 121-146.
4. Lebeer, J., Partanen, P., Candeias, A., Gracio, M.L., Bohács K., Sonnesyn, G., Van de Veire, H., Van Trimpont, I., Orbán R., János R., **Demeter K.**, & Dawson, L. (2013). The need for a more dynamic and ecological assessment of children experiencing barriers to learning to move towards inclusive education: a summary of results of the Daffodil project. *Erdélyi Pszichológiai Szemle Special Issue*, 175-205.
5. Lebeer, J., Birta-Szekely, N., **Demeter, K.**, Bohács, K., Candeias, A.A., Sønnesyn, G., Partanen, P., & Dawson, L. (2012). Re-assessing the current assessment practice of children with special education needs in Europe. *School Psychology International*, 33, 69-92.
6. Teodorescu R., **Demeter K**. (2009). Az asszertivitás, empátia és altruizmus kapcsolatának összehasonlító vizsgálata egyházi és állami iskolában tanuló fiataloknál

(Correlational Study of Assertiveness, Empathy and Altruism among Teenagers Learning in Church Schools and State Highschools). *Erdélyi Pszichológiai Szemle*, 1, 57-81.

7. János, R., **Demeter K.** (2006). Az asszertív készségek fejlesztésének hatása az agresszivitásra kiskorú bűnözők esetében (Effects of assertiveness training on aggressive behavior in a sample of juvenile delinquents). *Erdélyi Pszichológiai Szemle*, 1, 29-60.

#### **e.) Lucrări publicate în extenso în lucrări ale principalelor conferințe internaționale de specialitate**

1. **Demeter K.**, Szabó K., Maior E., Susana F., Kálcza Jánosi K. & János R. (2015). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different educational forms. *Procedia-Social and Behavioral Sciences*, 187, 45-49.
2. János R., **Demeter K.**, Fărcaș S., Kálcza Jánosi K., Maior E., & Szabó K. (2015). Implications of motivational factors regarding the academic success of full-time and distance learning undergraduate students: A self-determination theory perspective. *Procedia-Social and Behavioral Sciences*, 187, 50-55 in press

#### **f.) Alte lucrări și contribuții științifice**

##### **Lucrări apărute în volume de conferințe cu referenți**

1. Szabó K., **Demeter K.**, Kálcza-Jánosi K. (2014). *Eficiența programelor clasice de dezvoltare cognitivă și influența Programului de îmbogățire Instrumentală asupra funcțiilor cognitive*. Editie electronica, ISBN 978-973-0-16827-3
2. Raduly-Zorgo E., Anca, M.D., Bodea-Hategan, A-C., **Demeter K.**, Torok M. (2011). *Ce știi studenții români despre dislexie? Opinii, dificultăți și oportunități în evaluarea și intervenția psihopedagogică- Perspective integrative* (221-230), Presa Universitară Clujeană, RO ISBN 978-973-595-323-2
3. Antonietti A., **Demeter, K.**, Caravita, S., și Cena, L. (2011). *Correlati cognitive di tipi diversi di aggressività (Corelate cognitive ale diverselor tipuri de agresivitate)*. XX Congresso Nazionale dell'Associazione Italiana per la Ricerca e Intervento nella Psicopatologia dell'Apprendimento (AIRIPA) "I disturbi dell'apprendimento", Prato, 21 ottobre 2011, 93-94.

