

Lista de lucrări

- a) Llista celor maximum 10 lucrări considerate de candidat a fi cele mai relevante pentru realizările profesionale proprii

Jurchis, R., Costea, A., & Opre, A. (2023). Implicit and explicit learning of socio-emotional information are not related to the level of depressive symptomatology. *Motivation and Emotion*, 1-15.

Opre, D., Costea, A., Jurchiș, R., & Iucu, R. (2023). Enhancing Self-Regulated Learning: Immediate and Follow-up Effects of Cognitive Prompts. *Journal of Educational Sciences*, XXIV, 2(48) DOI: 10.35923/JES.2023.2.16

Costea, A. R., Jurchiș, R., Visu-Petra, L., Cleeremans, A., Norman, E., & Opre, A. (2022). Implicit and explicit learning of socio-emotional information in a dynamic interaction with a virtual avatar. *Psychological research*, 1-18.

Jurchiș R., Costea A., and Opre A. (2022) Chapter 18: Implicit Learning of Emotional Structures: Implications for Cognitive-Behavior Therapies in (Reber, A. S., & Allen, R.) *The Cognitive Unconscious: The First Half Century*. Oxford University Press.

Cristian Pamparău, Andrei Costea, Răzvan Jurchiș, Radu-Daniel Vatavu, Adrian Opre. (2022). Experimental Evaluation of Implicit and Explicit Learning of Abstract Regularities Following Socio-Emotional Interactions in Mixed Reality. *Proceedings of DAS'22*, the 16th International Conference on Development and Application Systems. IEEE, Washington, D.C., USA, 150-154

Pamparău, C., Vatavu, R. D., Costea, A. R., Jurchiș, R., & Opre, A. (2021, June). MR4ISL: A Mixed Reality System for Psychological Experiments Focused on Social Learning and Social Interactions. In Companion of the 2021 ACM SIGCHI Symposium on Engineering Interactive Computing Systems (pp. 26-31).

Jurchiș, R., Costea, A., Dienes, Z., Miclea, M., & Opre, A. (2020). Evaluative conditioning of artificial grammars: Evidence that subjectively-unconscious structures bias affective evaluations of novel stimuli. *Journal of Experimental Psychology: General*.

Costea A (2018) The relationship between implicit learning of cognitive structures with socioemotional components and subthreshold autistic traits. *Journal of Evidence-Based Psychotherapies*, DOI: 10.24193/jebp. 2018.2.18, Vol. 18, No. 2, 131-141.

Costea A. (2018) Can compensatory processing account for the typical functioning of implicit learning in autism? A focused mini-review. *Studia Psychologia-Paedagogia*, DOI:10.24193/subbpsped.2018.2.01, Issue no. 2 /2018.

Costea A., Jurchis R., & Opre A. (2016) Influencing the expression of implicitly learned knowledge with subliminal priming. *Cognition, Brain, Behavior: An interdisciplinary journal*, 20(5),331-343.

- b) Teza sau tezele de doctorat

Titlul tezei: "Implicit learning of social information: Implications for the autism spectrum disorders" realizată sub coordonarea D-lui Prof. Univ. Dr. Adrian OPRE și susținută public în cadrul Universității Babeș-Bolyai în data de 03,02,2023.

- c) Brevete de invenție și alte titluri de proprietate industrială

Nu există.

d) Cărți și capitole în cărți;

Jurchiș R., Costea A., and Opre A. (2022) Chapter 18: Implicit Learning of Emotional Structures: Implications for Cognitive-Behavior Therapies in (Reber, A. S., & Allen, R.) The Cognitive Unconscious: The First Half Century. Oxford University Press.

e) Articole/studii, publicate în reviste din fluxul științific internațional principal

Jurchiș, R., Costea, A., & Opre, A. (2023). Implicit and explicit learning of socio-emotional information are not related to the level of depressive symptomatology. *Motivation and Emotion*, 1-15.

Opre, D., Costea, A., Jurchiș, R., & Iucu, R. (2023). Enhancing Self-Regulated Learning: Immediate and Follow-up Effects of Cognitive Prompts. *Journal of Educational Sciences*, XXIV, 2(48) DOI: 10.35923/JES.2023.2.16

Costea, A. R., Jurchiș, R., Visu-Petra, L., Cleeremans, A., Norman, E., & Opre, A. (2022). Implicit and explicit learning of socio-emotional information in a dynamic interaction with a virtual avatar. *Psychological research*, 1-18.

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Costea A. (2018) Can compensatory processing account for the typical functioning of implicit learning in autism? A focused mini-review. *Studia Psychologia-Paedagogia*, DOI:10.24193/subbpsyped.2018.2.01, Issue no. 2 /2018.

Costea A., Jurchiș R., & Opre A. (2016) Influencing the expression of implicitly learned knowledge with subliminal priming. *Cognition, Brain, Behavior: An interdisciplinary journal*, 20(5),331-343.

f) Publicații in extenso, apărute în lucrări ale principalelor conferințe internaționale de specialitate;

Cristian Pamparău, Andrei Costea, Răzvan Jurchiș, Radu-Daniel Vatavu, Adrian Opre. (2022). Experimental Evaluation of Implicit and Explicit Learning of Abstract Regularities Following Socio-Emotional Interactions in Mixed Reality. *Proceedings of DAS'22*, the 16th International Conference on Development and Application Systems. IEEE, Washington, D.C., USA, 150-154

021] Cristian Pamparău, Radu-Daniel Vatavu, Andrei R. Costea, Răzvan Jurchiș and Adrian Opre (2021) XR4ISL: Enabling Psychology Experiments in Extended Reality for Studying the Phenomenon of Implicit Social Learning. In the Proceedings of The 20th International Conference on Mobile and Ubiquitous Multimedia (MUM)

Pamparău, C., Vatavu, R. D., Costea, A. R., Jurchiș, R., & Opre, A. (2021, June). MR4ISL: A Mixed Reality System for Psychological Experiments Focused on Social Learning and Social Interactions. In Companion of the 2021 ACM SIGCHI Symposium on Engineering Interactive Computing Systems (pp. 26-31).

g) Alte lucrări și contribuții științifice sau, după caz, din domeniul creației artistice.

Nu există