

Universitatea Babeș-Bolyai Cluj-Napoca
Facultatea de Psihologie și Științe ale Educației
Departamentul de Psihologie Aplicată
dr. Sulyok Kármán

L I S T A **lucrărilor științifice în domeniul disciplinelor din postul didactic**

a.) 10 lucrări relevante din realizările profesionale proprii

1. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, 68(1), 5-27.
2. **Demeter K.**, Szabo K., Maior E., Susana F., Kalcza Janosi K. & Janos R. (2014). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education. *Procedia-Social and Behavioral Sciences*, 187, 45-49.
3. János R., **Demeter K.**, Fărcaş S., Kálcza Jánosi K., Maior E., & Szabó K. (2014). 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.
4. 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.
5. **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.
6. **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.

7. 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.
8. 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.
9. 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.
10. 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.

b.) Teza de doctorat

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

c.) Brevete de invenție

- Nu e cazul

d.) Cărți și capitole în cărți

1. **Sulyok K.** (2023). Elmeolvasó gyermek: a tudatelmélet kialakulása óvodáskorban In Kotta I. (Ed.) *Mocorgók: érdekességek a kisiskoláskor pszichológiájából*. Presa Universitară Clujeana
2. 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
3. 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

4. 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
5. 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
6. 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

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

Lucrări indexate ISI/BDI

1. **Sulyok, K.**, Kálcza-Jánosi, K., & Kotta, I. (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babes-Bolyai, Psychologia-Paedagogia*, 68(1).
2. 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.
3. **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.

4. **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.
5. 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.
6. 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.
7. 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.
8. 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.

f.) Lucrări publicate în extenso în lucrări ale principalelor conferințe internaționale de specialitate

1. **Demeter K.**, Szabo K., Maior E., Susana F., Kalcza Janosi K. & Janos R. (2015). Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education. *Procedia-Social and Behavioral Sciences*, 187, 45-49.
2. János R., **Demeter K.**, Fărcaș S., Kálczá 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.

g.) 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 știu 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 cognitivi 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.

Prezentări orale la conferințe științifice internaționale

1. „The influence of social status variables on different types of school aggression”, International Conference „**Alps Adria 2014- Context and Culture**”, 18-20 septembrie, Pécs
2. „The Role of Personality Traits in the Relationship between Creativity and Cyberbullying”- International Conference „**Alps Adria 2014- Context and Culture**”, 18-20 septembrie, Pécs, DOI: 10.13140/2.1.1528.7040
3. „Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different forms of education”- **24-25 octombrie, 2014, Bucuresti- International Conference “Psychology and the Realities of the Contemporary World” 5th edition.**
4. „Implications of motivational factors regarding the academic success of full-time and distance learning undergraduate students: A Self-Determination Theory perspective”- **24-25 octombrie, 2014, Bucuresti -International Conference “Psychology and the Realities of the Contemporary World” 5th edition.**

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Semnătura:

Sulyok Kármen