

L I S T A

lucrărilor științifice în domeniul disciplinelor din postul didactic

a.) 10 lucrări relevante din realizările profesionale proprii

1. **Sulyok K.** (2024). Online kamasz: a szociális média hatása serdülőkorban. In Kotta I. (Ed.), *Zugolódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban* (pp. 119-126). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2286-8
2. **Sulyok K.** (2024). Családterápia: a család mint védőháló. In Kotta I. (Ed.), *Zugolódók 2. A serdülőkori fejlődési eltérések megelőzése és kezelése.* (pp. 229-234). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2287-5
3. **Sulyok, K., Kálcza-Jánosi, K., & Kotta, I.** (2024). The highs and lows of pornography use: Does motivation affect user's life satisfaction? *Studia Universitatis Babeş-Bolyai, Psychologia-Paedagogia*, 69(1), 183-200.
4. **Sulyok K.** (2023). Elmeolvasó gyermek: a tudatelmélet kialakulása óvodáskorban. In Kotta I. (Ed.), *Mocorgók: érdekességek a kisiskoláskor pszichológiájából* . Presa Universitară Clujeană, ISBN 978-606-37-1817-5, 27-39.
5. **Sulyok, K., Kálcza-Jánosi, K., & Kotta, I.** (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babeş-Bolyai, Psychologia-Paedagogia*, 68(1), 5-27.
6. **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 forms of education. *Procedia-Social and Behavioral Sciences*, 187, 45-49.
7. 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.

8. **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.
9. **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.
10. 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.

b.) **Teza de doctorat**

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

c.) **Brevete de invenție**

- Nu e cazul

d.) **Cărți si capitole în cărți**

1. **Sulyok K.** (2024). Online kamasz: a szociális média hatása serdülőkorban. In Kotta I. (Ed.), *Zuglódók 1. Életkori sajátosságok és fejlődési eltérések serdülőkorban* (pp. 119-126). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2286-8
2. **Sulyok K.** (2024). Családterápia: a család mint védőháló. In Kotta I. (Ed.), *Zuglódók 2. A serdülőkori fejlődési eltérések megelőzése és kezelése*. (pp. 229-234). Presa Universitară Clujeană, ISBN 978-606-37-2285-1, 978-606-37-2287-5
3. **Sulyok K.** (2023). Elmeolvasó gyermek: a tudatelmélet kialakulása óvodáskorban. In Kotta I. (Ed.), *Mocorgók: érdekességek a kisiskoláskor pszichológiájából*. Presa Universitară Clujeană, ISBN 978-606-37-1817-5, 27-39.
4. 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
5. 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

6. 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
7. 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
8. 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.**, Kálczai-Jánosi, K., & Kotta, I. (2024). The highs and lows of pornography use: Does motivation affect user's life satisfaction? *Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia*, 69(1), 183-200.
2. **Sulyok, K.**, Kálczai-Jánosi, K., & Kotta, I. (2023). Motivation Profile and Wellbeing in Transylvanian Hungarians with Type 2 Diabetes. *Studia Universitatis Babeș-Bolyai, Psychologia-Paedagogia*, 68(1).
3. **Demeter K.**, Szabó K. (2015). Az iskolai agresszivitás megnyilvánulási formái, mint az iskolai csoportban elfoglalt státusz meghatározó tényezői. *Különleges Bánásmód, I*, 1, 55-66.
4. Szabó 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., Sonnesyn, 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 aszertivitás, 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 aszertív 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.

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

2. **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.
3. 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.

f.) Alte lucrări și contribuții științifice

Lucrări apărute în volume de conferințe cu referenți

1. Szabó K., **Demeter K.**, Kálczai-Jánosi K. (2014). *Eficiența programelor clasice de dezvoltare cognitivă și influența Programului de îmbogățire Instrumentală asupra funcțiilor cognitive*. In: Frunză, V., Enache, R. G., Căescu, M. (Coord.) Psihologul: Urme în viața cetății (pg.61-74), Editie electronică, Constanta. ISBN 978-973-0-16827-3
2. **Demeter, K.** Szabó K. (2014). The influence of social status variables on different types of school aggression, 11th Alps-Adria Psychology Conference, Pécs Hungary, 18th-20th september, Abstracts, *Review of psychology*, 21, 1, 62, ISSN: 1330-6812
3. Szabó K., **Demeter, K.** (2014). The role of personality Traits in the relationship between creativity and cyberbullying, 11th Alps-Adria Psychology Conference, Pécs Hungary, 18th-20th september, Abstracts, *Review of psychology*, 21, 1, 81, ISSN: 1330-6812
4. 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
5. 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.

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.**
5. “Is there satisfaction beyond pleasure? Motivational, demographic and sexual functioning predictors of life satisfaction in self-perceived sex addiction” - **12 martie, 2024, Budapesta- 1st research and cooperation conference- Lepsy Ceepus Network, Ludovika University of Public Service (conferinta online)**

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Semnătura:

Sulyok Kármén