

Fișa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

I	A. CRITERII ȘI INDICATORI DE PERFORMANȚĂ ÎN CERCETAREA ȘTIINȚIFICĂ	Dovada electronică	Puncte	Obs
	A1. Realizări științifice			
II	Contribuții în extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mare sau egal cu p, realizate în calitate de autor principal		3+(3 X IF)	Pe articol
1	Cazan, A.M., Cocoradă, E., & Maican, C. (2016). Computer anxiety and attitudes towards the computer and the internet with Romanian high-school and university students. <i>Computers in Human Behavior</i> 55, 258-267.	http://www.sciencedirect.com/science/article/pii/S0747563215301321	3+3*3,4 3)	13,29
2	Cocoradă, E., Cazan, A. M., & Orzea, I. E. (2016). School climate and school achievement in the Romanian secondary education. <i>Journal of Psychoeducational Assessment</i> (In press).	http://journals.sagepub.com/doi/full/10.1177/0734282916683285	3+3*1,4 2	7,26
3	Maican, C. I., Cazan, A. M., Lixandroiu, C. R., & Dolveac, I. (2019). A study on academic staff personality and technology acceptance: The case of communication and collaboration applications. <i>Computers & Education</i> , 128, 113-131.	https://doi.org/10.1016/j.compedu.2018.09.010	3+3*4,5 3	16,59
4	Cocoradă, E., Maican, C. I., Cazan, A. M., Y Maican, M. A. (2018). Assessing the smartphone addiction risk and its associations with personality traits among adolescents. <i>Children and Youth Services Review</i> . 93, 345-354.	https://www.sciencedirect.com/science/article/pii/S019074091830327X#	3+3*1,3 8	7,14
5	Pavalache, M. & Cazan, A.M. (2018). Personality correlates of pro-environmental attitudes. <i>International Journal of Environmental Health Research</i> , https://doi.org/10.1080/09603123.2018.1429576 FI = 1,485	https://www.tandfonline.com/doi/full/10.1080/09603123.2018.1429576	3+3*1,4 3	7,29
6	Ruscanda, M.D., Cazan, A.M., & Truta, C. (2020). Musical performance and emotions in children: The case of musical competitions. <i>Psychology of Music</i> , 48(4), 480-494. doi: 10.1177/0305735618810791	https://doi.org/10.1177/0305735618810791	3+3*1,7 2	8,16

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

7	Cazan, A.M. (2020). An intervention study for the development of self-regulated learning skills revista:Current psychology, https://doi.org/10.1007/s12144-020-011136-x	https://doi.org/10.1007/s12144-020-011136-x	3+3*2,0 5	9,15
8	Rucanda, D. M., Cazan, A.M., & Belibou, A. (2021). Students' Attitudes Toward Online Music Education During the COVID 19 Lockdown. <i>Frontiers in Psychology</i> , 12. https://doi.org/10.3389/fpsyg.2021.753785	https://doi.org/10.3389/fpsyg.2021.753785	3+(3*2,99)	11,97
12	Contribuții în extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mic decât 1 sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin două baze de date internaționale recunoscute, din care cel puțin una se regăsește în format in extenso (full-text), realizate în calitate de autor principal		3+IF	Pe articol
1	Cazan, A. M. (2020). The digitalization of working life: Challenges and opportunities. <i>Psihologia Resurselor Umane</i> , 18(1), 3-6.	https://www.hrp-journal.com/index.php/pru/article/view/457	3	3
2	Cazan, A. M., Truța, C., & Pavalache-Ilie, M. (2019). The Work-Life Conflict and Satisfaction with Life: Correlates and the Mediating Role of the Work-Family Conflict. <i>Romanian Journal of Applied Psychology</i> , 21(1), 3-10	http://www.rjap.psihologie.ro/Download/rjap211_2.pdf	3	3
3	Cazan, A.M. & Truta, C. (2015). Stress, Resilience and Life Satisfaction in College Students. <i>Revista de Cercetare si interventie Sociala</i> , 48, 95-108. FI = 0,424	https://www.rcis.ro/en/current-issue/2153-stress-resilience-and-life-satisfaction-in-college-students.html	3.424	3.424
4	Yeoh, M.P., Cazan, A.M., Ierardi, E., & Jacic, L.A. (2017). Facilitating self-directed learning (SDL) and satisfaction with SDL among pre-university students. <i>Educational Studies</i> , 43(5), 584-599. DOI: 10.1080/03055698.2017.1343711	https://www.tandfonline.com/doi/abs/10.1080/03055698.2017.1343711?journalCode=ceds20	3 + 0.62	3,62
5	Yeoh, M.P., Cazan, A.M., Zaib, S., Muss, W., & Jacic, L.A. (2017). Ethical and predatory publishing: experiences and perceptions of researchers. <i>Bulletin of the Transilvania University of Brașov Series VII: Social Sciences • Law •</i> 10 (59), 2, 55-66.	http://webbut.unitbv.ro/Bulletin/Series%20VII/2017/BUL.FTIN%20I/08%20Y.eoh%20et%20al%20al%2017.%20v0.pdf	3	3

Fisa de Îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

6	Cazan, A. M., Iacob, C. M. (2017). Academic dishonesty, personality traits and academic adjustment. Bulletin of the Transilvania University of Brașov - Special Issue Series VII: Social Sciences • Law - 10(59), 2, 59-66.	http://webbut.unibv.ro/bulletin/Series%20VII/CPPETT/06_Cazan%20&%20Iacob.pdf	3	3
7	Cazan, A. M. (2017). Validity of the Motivated Strategies for Learning Questionnaire on a Romanian sample. Revista de psihologie, 63(3), 151-162.	http://revistadepsiologie.ipsihologie.ro/images/revista_de_psihologie/Rev.-1Psihol.-3-2017-3.pdf	3	3
8	Cazan, A. M. (2016). The Factor Structure of the Short Need for Cognition Scale. <i>Bulletin of the Transilvania University of Brașov, Series VII: Social Sciences • Law</i> , 8 (57), 19-29 (Ebsco, DOAJ, CEEOL)	http://webbut.unibv.ro/Bulletin/Series%20VII/2016/BULLETIN%20%20PDF/04_Cazan_AM.pdf	3	3
9	Cazan, A. M. (2014). The Romanian version of the Satisfaction with Life Scale. <i>Romanian Journal of Experimental Applied Psychology</i> , 5(1), 42-47. (Proquest, Index Copernicus, Ebsco)	http://rieap.ro/issue-1-2014/rieap/volume-5-issue-1-2014/5-the-romanian-version-of-the-satisfaction-with-life-scale-ana-maria-cazan	3	3
10	Pavălache-Ilie, M., & Cazan, A.-M. (2016). Measuring ecological attitudes in a Romanian context. Bulletin of the Transilvania University of Brașov, Series VII: Social Sciences • Law, Special Issue 2, 9(58), 85-90.	http://webbut.unibv.ro/Bulletin/Series%20VII/ETIS/09_PAVALACHE.pdf	3	3
11	Cazan, A. M. (2016). Almost Perfect Scale - Validity of a perfectionism scale on a Romanian university sample. <i>Romanian Journal of Experimental Applied Psychology</i> , 7(1), 367-371. (Scipio, Index Copernicus, Ebsco)	http://www.rieap.ro/psiworl-d-2015-proceedings/rieap/vol7/sil1psiworl-d-2015-proceedings/79-paper-110-almost-perfect-scale-validity-of-a-perfectionism-scale-on-a-romanian-university-sample-ana-maria-cazan	3	3
12	Cazan, A. M., & Dumitrescu, S. (2016). Exploring the relationship between adolescent resilience, self-perception and locus of control. <i>Romanian Journal of Experimental Applied Psychology</i> , 7(1), 283-286. (Proquest, Index Copernicus, Ebsco)	http://www.rieap.ro/psiworl-d-2015-proceedings/rieap/vol7/sil1psiworl-d-2015-proceedings/61-paper-85-exploring-the-relationship-between-adolescent-resilience-self-perception-and-locus-of-control-ana-maria-cazan-sic-fania-alexandra-dumitrescu	3	3
13	Cazan, A. M. & Stan, M. M. (2015). Self-directed learning and academic adjustment at Romanian students. <i>Romanian Journal of Experimental Applied Psychology</i> , 6(1), 10-20. (Proquest, Index Copernicus, Ebsco)	http://www.rieap.ro/issue-1-2015/rieap/volume-6-issue-1-2015/2-self-directed-learning-and-academic-adjustment-at-romanian-students-ana-maria-cazan-maria-magdalena-stan	3	3
14	Cazan, A. M. & Stan, M.M. (2018). Learning patterns and self-regulation in higher education: A Romanian study. <i>Journal Plus Education</i> , XXI(Special Issue), 77-84.	https://www.uav.ro/four/index.php/jpe/article/view/1164	3	3

		12 X m	Carte
13	<p>I3.1. Cărți publicate în calitate de autor principal în edituri clasificate A1 (m A1 = 3) I3.2. Cărți publicate în calitate de autor principal în edituri clasificate A2 (m A2 = 1)</p>		
14	<p>I4.1. Capitoale în cărți publicate în calitate de autor principal în edituri clasificate A1 (m A1 = 3) I4.2. Cărți publicate în calitate de autor principal în edituri clasificate A2 (m A2 = 1)</p>	3 x m	Capitol
1	Cazan, A.M. (2021). Perspective istorice si contemporane asupra adoptiei. In Enea V. (coord.) Abordarea psihologica a adoptiei si asistentei maternale. Iasi : Polirom	3 x 1	3
	https://www.polirom.ro/web/polirom/carti/-/carte/7531		
2	Cazan, A. M. (2018). Evaluarea psihologica computerizata. In V. Enea & I. Dafinoiu (coord.), Evaluarea psihologica. Manualul psihologului clinician (pp. 317-328). Iasi: Polirom.	3 x 1	3
	https://www.polirom.ro/carti/-/carte/6547		
15	<p>Contribuții in extenso de tip article sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mare sau egal cu p, realizate în calitate de co-autor</p>	[3+(3*1 F)]/n	
1	Cakal, H., Halabi, S., Cazan, A.M., & Eller, A. (2021). Intergroup Contact and Endorsement of Social Change Motivations: The Mediating Role of Intergroup Trust, Perspective-Taking, and Intergroup Anxiety among Three Advantaged Groups in northern Cyprus, Romania, and Israel. Group Processes & Intergroup Relations. 24(1), 48-66.	[3+(3*3 .12)]/4	3,09
	https://doi.org/10.1177/1368430219885163		
2	Meyers, M. C., Adams, B. G., Sekaja, L., Buzea, C., Cazan, A. M., Gotea, M., Stefanel, D., van Woerkom, M. (2019). Perceived Organizational Support for the Use of Employees' Strengths and Employee Well-Being: A Cross-Country Comparison. Journal of Happiness Studies, 6, 1825-1841.	[3+(3* 2.33)]/8	3,87
	https://link.springer.com/article/10.1007/s10902-018-0026-8		

Fisa de Îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

	8	https://link.springer.com/article/10.1007/s10902-018-0026-8			
	3	Lixandroi, R., Cazan, A. M., Maican, C. I. (2021). An Analysis of the Impact of Personality Traits towards Augmented Reality in Online Shopping. <i>Symmetry</i> , 13(3), 416. https://doi.org/10.3390/sym13030416	https://doi.org/10.3390/sym13030416	[3+(3*2.71)]/3	3,72
	4	David, L. T., Truta, C., Cazan, A. M., Albisser, S, Keller-Schneider, M. (2020). Exploring the impact of a career guidance intervention program in schools: Effects on knowledge and skills as self-assessed by students. <i>Current psychology</i> .	https://doi.org/10.1007/s12144-020-00973-0	[3+(3*2.05)]/5	4,23
	5	Grigorescu, S., Cazan, A. M., Grigorescu, O. D., & Rogozea, L. M. (2020). Original targeted therapy for the management of the burnout syndrome in nurses: an innovative approach and a new opportunity in the context of predictive, preventive and personalized medicine. <i>EPMA Journal</i> , 11, 161-176.	https://doi.org/10.1007/s13167-020-00201-6	[3+(3*4.9)]/4	6,67
	6	Ives, B., Alama, M., Mosora, L. C., Mosora, M., Grosu-Radulescu, L., Clinciu, A. I., Cazan, A. M., Bădescu, G., Tuftș, C., Diaconu, M., & Dutu, A. (2017). Patterns and predictors of academic dishonesty in Romanian university students. <i>Higher Education</i> , 74(5), 815-831 FI = 1,93	https://link.springer.com/article/10.1007/s10734-016-0079-8	[3+(3*1.93)]/1	0,79
	7	Grigorescu, S., Cazan, A.M., Grigorescu, O.D., & Rogozea, L.M. (2018). The role of the personality traits and work characteristics in the prediction of the burnout syndrome among nurses—a new approach within predictive, preventive, and personalized medicine concept. <i>EPMA Journal</i> , 9, 355. IF = 3,9	https://doi.org/10.1007/s13167-018-0151-9	[3+(3*3.9)]/4	3,67
16		Contribuții în extenso de tip articole sau review, publicate în reviste indexate în Web of Science (ISI), al căror IF este mai mic decât al sau în reviste neindexate Web of Science (IF = 0), dar indexate în cel puțin două baze de date internaționale recunoscute, din care cel puțin una se regăsește în format în extenso (full-text), realizate în calitate de co-autor			

1	Pizaro, J.J. (...) Cazan, A. M., et al. (2020). Tell me what you are like and I will tell you what you believe in: Social representations of COVID-19 in the Americas. <i>Europe and Asia. Papers on Social Representations</i> , 10(10), 1-38.	https://psr.isete-iul.pt/index.php/PSR/article/view/558	(3+0)/3 3	0,09
2	Fan, F., Gao, X., Wang, H., Idomir, M., Rogozea, L., Cazan, A. M., Bidulescu, A., Badea, M. (2020). Disparities of perceived wellness by smoking and professional status among young individuals in Brasov, Brasov County, Romania. <i>Sage Open Medicine</i> .	https://doi.org/10.1177/2050312120973483	(3+0)/8	0,37
3	Ionescu, A.M., Cazan, A.M., & Truta, C. (2020). Assessing the use of electric scooters and its association with personality traits to adopt pro-environmental behaviors. <i>Environmental Engineering & Management Journal</i> , 19(12).	https://eemj.eu/index.php/EEMJ/article/view/4245	(3+0)/3	1
4	Ogrutan, P., Cazan, A. M., & Aciu, L. E. (2016). A comparison between two didactical approaches on shielding problems in the Electromagnetic Compatibility course – analytical method vs. simulation method. <i>International Journal of Electrical Engineering Education</i> , 53(2), 181-191. FI = 0,375	http://journals.sagepub.com/doi/abs/10.1177/0020720915596753?rss=1	1,125	1,125
5	Ogrutan, P., Cazan, A. M., & Aciu, L. E. (2017). Difficulties of Evolution from Imitation to Creativity in Engineering Education. <i>International Journal of Engineering Education</i> , 33, 6(A), 1815–1823. FI=0,57	https://www.ijee.ie/contents/c330617A.html	1,203	1,203
6	Indreica, S.-E., & Cazan, A. M. (2016). Time management, constellation of interests and students' attitude towards e-learning platform. <i>Educatia 21 Journal</i> , 14, 32-38. (Erih, ProQuest, Fachportal)	http://educatia21.reviste.ubbcluj.ro/index_htm_files/6.%20Elena%20Simona%20Indreica,%20AnaMaria%20Cazan.pdf	1,5	1,5
7	David, L. T., Truța, C., Cazan, A.-M., Albisser, S., & Keller-Schneider, M. (2016). Learning orientation, motivation and self-efficacy as triggers for teachers to engage in a new teaching setting. <i>Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law</i> , 9(58), 2, 25-30. (Ebsco, DOAJ, CEEOL)	http://webbut.unibv.ro/Bulletin/Series%20VII/FIS/03_DAVID.pdf	0,6	0,6

Fisa de Îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

8	Truța, C., Cazan, A.-M., David, L. T., Albisser, S., Keller-Schneider, M. (2016). Psychometric qualities of the Scale for Goal-Oriented Learning Motivation on two Romanian samples. <i>Bulletin of the Transilvania University of Brașov. Seies VII. Social Sciences: Law</i> , 9(58), 2, 85-90. (Ebsco, DOAI, CEEOL)	http://webbut.unibv.ro/Bulletin/Series%20VII/FIS/22_TRUTA.pdf	0,6	0,6
9	Adams, B. G., Buzea, C., Cazan, A. M., Sekaja, L., Stefenel, D., Gotea, M., & Meyers, M. C. (2016). Measurement Invariance of the Tilburg Work Identity Scale for Commitment and Reconsideration of Commitment (TWIS-CRC) in Romania, England, the Netherlands, and South Africa. <i>Psychologia Resurselor Umane</i> , 14(2), 122-135. (PsychINFO, EBSCO, SCIPPIO, DOAI, Copernicus)	http://pru.apio.ro/index.php/prujournal/article/view/444	0,4	0,4
10	Cocorada, E., Pavalache, M., Luca, M., & Cazan, A.-M., & Truța, C. (2015). Work satisfaction and teaching style with Romanian teachers. <i>Bulletin of the Transilvania University of Brașov, Series VII: Social Sciences • Law</i> , 9(58), 17-30. (Ebsco, DOAI, CEEOL)	http://webbut.unibv.ro/Bulletin/Series%20VII/BULLETIN%20I/04_Cocorada%20et%20al.pdf	0,6	0,6
11	Cocorada, E., & Cazan, A. M. (2011). The development of moral judgement during childhood and pre-adolescence in the Romanian setting. <i>Bulletin of the Transilvania University of Brașov, Series VII. Social Sciences: Law</i> , 4(53), 49-61. (Ebsco, DOAI, CEEOL)	http://but.unibv.ro/Bulletin/Series%20VII/BULLETIN%20VII%20PDF/08%20cocorada%20cazan%201%20BUT%202011.pdf	1,5	1,5
12	Grigorescu, S., Cazan, A.M., Grigorescu, O.D., & Rogozca, L.M. (2018). Assessing professional burnout among hospital nurses using the Copenhagen Burnout Inventory. <i>Acta Medica Transilvanica</i> , 23(4), 6-9. (Ebsco Doai)	http://www.amsibiu.ro/index.php?option=com_content&view=article&id=3171:assessing-professional-burnout-among-hospital-nurses-using-the-copenhagen-burnout-inventory&catid=61:nr-4-2018	(3+0)/4	0,75
13	Jacot, A., Frenay, M., & Cazan, A.-M. (2010). Dropout of adult learners returning to university: interactions of motivational and environmental factors. <i>Bulletin of the Transilvania University of Brașov. Seies VII. Social Sciences: Law</i> , 3(52), 83-90.	http://connection.ebscohost.com/c/articles/58688559/dropout-adult-learners-returning-university-interactions-motivational-environmental-factors	1	1
17	Cărți publicate în calitate de co-autor în edituri clasificate A1 sau A2 (m A1 = 3; m A2 = 1)		12 X m/n	Carte

			3 x m / n	Pe capitol
18	Capitole în cărți publicate în calitate de co-autor în edituri clasificate A1 sau A2 (A1 m = 3, A2 m = 1)			
19	Lucrări în extenso (tip proceedings) indexate WoS sau altă BDI recunoscută, realizate în calitate de autor principal, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI		1	Pe articol
1	Cazan, A. M., & Stan, M. M. (2019). Perfectionism, Learning Engagement and Well-Being in a University Student Sample. The European Proceedings of Social & Behavioural Sciences, 169-177. doi: 10.15405/epsbs.2019.08.03.20		1	1
2	Cazan, A. M., & Fodor, A. (2019). Exploring the Relationship between Personality, Loneliness, Self-Esteem and Internet Addiction. The European Proceedings of Social & Behavioural Sciences, 178-185. doi: 10.15405/epsbs.2019.08.03.21.		1	1
3	Cazan, A. M., & Clinciu, A. I. (2015). Psychometric Evaluation of the Short Version of the Defense Style Questionnaire on a Romanian Non-clinical Sample. <i>Procedia - Social and Behavioral Sciences</i> , 187, 408-412.	http://www.sciencedirect.com/science/article/pii/S1877042815018698	1	1
4	Cazan, A. M. (2015). Learning Motivation, Engagement and Burnout among University Students. <i>Procedia - Social and Behavioral Sciences</i> , 187, 413-417.	http://www.sciencedirect.com/science/article/pii/S1877042815018704	1	1
5	Cazan, A. M., & Nastasa, L.E. (2015). Emotional Intelligence, Satisfaction with Life and Burnout among University Students. <i>Procedia - Social and Behavioral Sciences</i> , 180(5), 1574-1578	http://www.sciencedirect.com/science/article/pii/S1877042815016559	1	1

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

6	Cazan, A. M., & Indreica, E. S. (2014). Traditional assessment of learning versus online assessment. <i>The International Scientific Conference Elearning and Software for Education</i> , 3, 96-101. Bucharest: "Carol I" National Defence University.	http://connection.ebscohost.com/c/articles/96263261/traditional-assessment-learning-versus-online-assessment	1	1
7	Cazan, A-M. (2014). Self-regulated learning and academic achievement in the context of online learning environments. The International Scientific Conference Elearning and Software for Education. Bucharest: Editura Universitatii Nationale de Aparare "Carol I"	http://proceedings.econference.eu/index.php?site/index&year=2014	1	1
8	Cazan, A. M. (2014). Academic resilience and academic adjustment for the first year university students. In M. Tomita & S.Cace (Eds.), (pp. 321-327). <i>The Second World Congress on Resilience: From Person to Society May 8-10, 2014 - Timisoara (Romania)</i> Bologna: Medimond.	http://apps.webofknowledge.com/full_record.do?product=UA&search_mode=GeneralSearch&qid=4&SID=V1mfuCP7gdXXZINzppa&page=1&doc=9	1	1
9	Cazan, A.M. (2013). Teaching self-regulated learning strategies for psychology students. <i>Procedia - Social and Behavioral Sciences</i> , 78, 743-747.	http://www.sciencedirect.com/science/article/pii/S1877042813009567	1	1
10	Cazan, A.M. (2013). Validity of the Discipline Focused Epistemological Beliefs Questionnaire (DFEBQ) on a Romanian sample. <i>Procedia - Social and Behavioral Sciences</i> , 78, 713-714.	http://www.sciencedirect.com/science/article/pii/S1877042813009506	1	1
11	Cazan, A. M. (2012). Self regulated learning strategies – predictors of academic adjustment. <i>Procedia - Social and Behavioral Sciences</i> , 33, 104-108.	http://www.sciencedirect.com/science/article/pii/S1877042812001000	1	1
12	Cazan, A. M. (2012). Enhancing self regulated learning by learning journals. <i>Procedia - Social and Behavioral Sciences</i> , 33, 413-417.	http://www.sciencedirect.com/science/article/pii/S1877042812001620	1	1
13	Cazan, A. M., & Indreica, S.-E. (2011). Students' attitude towards E-learning and distance learning courses. <i>Proceedings of the 7th International Scientific Conference "eLearning and Software for education"</i> Bucharest, April 28-29, 2011. Bucharest: Editura Universitară, 398-404.	http://apps.webofknowledge.com/full_record.do?product=UA&search_mode=GeneralSearch&qid=9&SID=V1mfuCP7gdXXZINzppa&page=4&doc=38	1	1

14	Cazan, A. M. & Indreica, S.-E. (2009). Student's motivation and self-regulated learning in a knowledge based society. În volumul conferinței <i>The 15th International Conference The Knowledge-Based Organization</i> . (pp. 109-114). Sibiu: Editura Academiei Forțelor Terestre "Nicolae Bălcescu" Publishing House	http://apps.webofknowledge.com/full_record.do?product=UA&search_mode=GeneralSearch&qid=17&SID=V1mfuCP7gdXZtNzppaf&page=5&doc=50	1	1
15	Cazan, A.-M., & Indreica, E.-S. (2014). Need for cognition and approaches to learning among university students. <i>Procedia - Social and Behavioral Sciences</i> , 127, 134-138. (ScienceDirect)	http://www.sciencedirect.com/science/article/pii/S1877042814023180	1	1
16	Cazan, A.-M., & Șchiopea, B.A. (2014). Self-directed learning, personality traits and academic achievement. <i>Procedia - Social and Behavioral Sciences</i> , 127, 640-644. (ScienceDirect)	http://www.sciencedirect.com/science/article/pii/S1877042814024185	1	1
17	Cazan, A. M. (2012). Assessing self regulated learning: Qualitative vs quantitative research methods. <i>Proceedings of the 14th International Conference of Scientific Papers "Scientific research and education in the Air Force" - AFASES 2012</i> . Association for Research and Education. (Ebsco)	http://connection.ebscohost.com/c/articles/82405296/assessing-self-regulated-learning-qualitative-vs-quantitative-research-methods	1	1
18	Lucrări in extenso (tip proceedings) indexate WoS sau altă BDI recunoscută, realizate în calitate de co-autor, publicate în volumele unor conferințe internaționale, cu relevanță pentru domeniul de abilitare, disponibile în format full-text în cel puțin o BDI		1/n	Pe articol
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Ana Maria CAZAN

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27	Alte articole in extenso publicate calitate de autor /co-autor in revisteștiințifice, cu condiția ca revistele să fie indexate la nivel de rezumat în cel puțin o bază de date internațională recunoscută		1/n	Pe articol
28	Cazan, A. M. (2011). Student motivation and self-regulated learning – a theoretical review. <i>Review of the Air Force Academy</i> , 9(2), 109-114. (Ebsco)	http://connection.ebscohost.com/articles/70314226/student-motivation-self-regulated-learning-theoretical-review	1	1
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Ana Maria CAZAN

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32	Indreica, S. E. & Cazan, A. M. (2010). L'ethnocentrisme et la communication nonverbale entre les étudiants de différentes ethnies. <i>Buletinul Universitatii Petrol Gaze Ploiesti, LXII</i> (3), ISSN 1224-2020. (Ebsco)	https://www.cceol.com/search/article-detail?id=175423	0,5	0,25
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1	Cărți publicate în calitate de autor / co-autor în edituri clasificate de tip B (m B = 0,5)		12 x m/n	Pe carte
2	David, L.T., Truta, C., & Cazan, A.M. (2019). Pas cu pas în orientarea pentru carieră: ghid pentru formatori. Brașov : Editura Universitatii Transilvania din Brașov.		12*0,5/3	2
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6	Cocoradă, E., Cazan, A. M., Cavaco, C., & Orzea, I. (2014). Metode de cercetare calitativă în psihologie și științele educației. Brașov: Editura Universității Transilvania din Brașov.		12*0,5/3	1,5

Fisa de Îndeplinire Standarde minimale naționale
Domeniul Psihologie
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113	Capitole în cărți publicate în calitate de autor/co-autor în edituri clasificate de tip B (m B = 0,5) Fodor, A. & Cazan, A.M. (2021). Empatia psihoterapeuților în relație cu reglarea emoțională și burnout-ul. M. Pavalache Ilie (coord). Primii pași în cercetarea științifică (pp. 23-32). Editura Universității Transilvania din Brașov		3 x m/n	Pe capitol
1	Cazan, A.M. (2015). Limbaajul ca instrument de dezvoltare a metacognitivei și a autoreglării în învățare. În M. Pavalache Ilie (Eds). <i>Mozaticul comunicării</i> (pp. 104-113). Cluj: Presa Universitară Clujeană.		1,5/2	0,75
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3	Cazan, A.M. (2014). Motivație profesională și etapele carierei didactice. În C. Buzea, <i>Gestiunea și dezvoltarea resursei umane. Aplicații practice</i> (pp. 195-214). Cluj: Presa Universitară Clujeană		0,75	0,75
4	Cazan, A. M. (2009). Le role de l'anxiété et de l'efficacité de soi dans les évaluations scolaires. În M. Milcu (ed.), <i>Modern psychological research: trends and prospects. Rethinking applied psychology</i> (pp. 42-50). București: Editura Universitară.	http://editura.ubbcluj.ro/www/ro/	1,5	1,5
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I 14.	Autor / co-autor rapoarte de analiză de politici/strategii educaționale 14.1 rapoarte internaționale (m = 3); 14.2 rapoarte naționale (m = 1)		8 X m /n	Raport
I15.	Brevete de invenție / drepturi de autor / mărci înregistrate OSIM/ORDA, ca urmare a unui demers de inovare științifică în vederea elaborării de materiale curriculare, teste psihologice sau educaționale, teste motrice / funcționale, softuri specializate etc.		3 / n	Brevet / drept de autor
I16	A2. Vizibilitate și impact științific Citări ale publicațiilor candidatului în lucrări indexate Web of Science		0,5	Pe citare
1	Cazan, A.M., Cocorada, E., & Maican, C. (2016). Computer anxiety and attitudes towards the computer and the internet with Romanian high-school and university students. <i>Computers in Human Behavior</i> , 55, 258-267	A structural equation model predicting adults' online learning self-efficacy Calaguas, NP and Consumii, PMP Jan 2022 (Early Access) EDUCATION AND INFORMATION TECHNOLOGIES	0,5	0,5
2		Validating the General Extended Technology Acceptance Model for E-Learning: Evidence From an Online English as a Foreign Language Course Amid COVID-19	0,5	0,5

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

		Jiang, MYC; Jong, MSY; (...); Chen, MY Oct 1 2021 FRONTIERS IN PSYCHOLOGY 12		
3		Factors Affecting the Adoption of AI-Based Applications in Higher Education: An Analysis of Teachers' Perspectives Using Structural Equation Modeling Wang, YM; Liu, CC and Tu, YF Jul 2021 EDUCATIONAL TECHNOLOGY & SOCIETY 24 (3), pp.116-129	0,5	0,5
4		Examine the moderating role of mobile technology anxiety in mobile learning: a modified model of goal-directed behavior Huang, RT; Jabor, MK; (...); Chang, SC May 2021 (Early Access) ASIA PACIFIC EDUCATION REVIEW In times of trouble: Higher education lecturers' emotional reaction to online instruction during COVID-19 outbreak Meishar-Tal, H and Levenberg, A Nov 2021 Apr 2021 (Early Access) EDUCATION AND INFORMATION TECHNOLOGIES 26 (6), pp.7145-7161	0,5	0,5
5		Evolution and revolution: Personality research for the coming world of robots, artificial intelligence, and autonomous systems Matthews, G; Hancock, PA; (...); Wohleber, RW Feb 1 2021 PERSONALITY AND INDIVIDUAL DIFFERENCES 169	0,5	0,5
6		Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic Maican, MA and Cocorada, E Jan 2021 SUSTAINABILITY 13 (2)	0,5	0,5
7		Measuring emotional reactions of university students towards a Student Information System (SIS): A Turkish university case Demirkol, D; Seneler, C; (...); Shaygan, A Nov 2020 TECHNOLOGY IN SOCIETY 63	0,5	0,5
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9		The Development and Validation of a Scale to Measure University Teachers' Attitude towards Ethical Use of Information Technology for a Sustainable Education Mata, L; Clipa, O and Tzaflikou, K Aug 2020 SUSTAINABILITY 12 (15)	0,5	0,5
10		Digital technology adoption scale in the blended learning context in higher education: Development, validation and testing of a specific tool Lazar, IM; Panisoara, G and Panisoara, JO Jul 10 2020 PLOS ONE 15 (7)	0,5	0,5
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Fisa de indeplinire Standarde minimale nationale

Domeniul Psihologie
Ana Maria CAZAN

12	The Impact of an Online Collaborative Program on Intrinsic Motivation, Satisfaction and Attitudes Towards Technology Shonfeld, M and Magen-Nagar, N Jun 2020 TECHNOLOGY KNOWLEDGE AND LEARNING 25 (2) . pp.297-313 Students' perception and acceptance of web-based tau echnologies: a multi-group pls analysis in romania and spain Nuri, B; Lilitana, M; (...); Katerina, T Sep 2020 Apr 2020 (Early Access) EDUCATION AND INFORMATION TECHNOLOGIES 25 (5) . pp.4437-4458	0,5	0,5
13	Technological Frames and Care Robots in Eldercare Frennert, S; Aminoff, H and Ostlund, B Apr 2021 Mar 2020 (Early Access) INTERNATIONAL JOURNAL OF SOCIAL ROBOTICS 13 (2) . pp.311-325	0,5	0,5
14	Attitudes toward Computer, Computer Anxiety and Gender as determinants of Pre-service Science, Technology, and Mathematics Teachers' Computer Self-efficacy Awofala, AOA; Olabiyi, OS; (...); Udeani, UN Dec 2019 DIGITAL EDUCATION REVIEW (36) . pp.51-67	0,5	0,5
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17	Extended model of online privacy concern: what drives consumers' decisions? Anic, ID; Budak, J; (...); Skrinjaric, B Sep 9 2019 ONLINE INFORMATION REVIEW 43 (5) . pp.799-817	0,5	0,5
18	Measuring Situational Anxiety Related to Information Retrieval on the Web Among English-Speaking Internet Users, Rodon, C and Congard, A Sep 2019 INTERACTING WITH COMPUTERS 31 (5) . pp.480-491	0,5	0,5
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20	An investigation of the validity of course-based online assessment methods: The role of computer-related attitudes and assessment mode preferences Hewson, C and Charlton, JP Feb 2019 JOURNAL OF COMPUTER ASSISTED LEARNING 35 (1) . pp.51-60	0,5	0,5
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Fisa de îndeplinire Standarde minimale nationale
Domeniul Psihologie
Ana Maria CAZAN

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23	Newcomers' Barriers. . . Is That All? An Analysis of Mentors' and Newcomers' Barriers in OSS Projects, Balati, S; Steinmacher, I; (...); Gerosa, MA 16th European Conference on Computer-Supported Cooperative Work - The International Venue on Practice-Centred Computing and the Design of Cooperation Technologies (ECSCW) Receiving Online Psychological Counseling and its Causes: A Structural Equation Model Erdem, A; Bardakei, S and Erdem, S Sep 2018 CURRENT PSYCHOLOGY 37 (3), pp.591-601	0,5	0,5
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25	Open Source barriers to entry, revisited: A sociotechnical perspective Mendez, C; Padala, HS; (...); Burnett, M 40th ACM/IEEE International Conference on Software Engineering (ICSE) 2018 PROCEEDINGS 2018 IEEE/ACM 40TH INTERNATIONAL CONFERENCE ON SOFTWARE ENGINEERING (ICSE), pp.1004-1015	0,5	0,5
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30	COMPUTER LITERACY OF HEALTHCARE STUDENTS FROM MEDICAL UNIVERSITY - PLOVDIV, Kirkova-Bogdanova, A, International Conference of Central-Bohemia-University (CBUIIC) - Innovations in Science and Education	0,5	0,5
31		0,5	0,5

		2017 CBU INTERNATIONAL CONFERENCE PROCEEDINGS 2017: INNOVATIONS IN SCIENCE AND EDUCATION 5 . pp.650-655		
		UNDERGRADUATE HEALTHCARE STUDENTS' ATTITUDE TO E-LEARNING AT MEDICAL UNIVERSITY - PLOVDIV Tsokova, Y; Taneva, T; (...); Cherkezov, T; International Conference of Central-Bohemia-University (CBUIC) - Innovations in Science and Education 2017 CBU INTERNATIONAL CONFERENCE PROCEEDINGS 2017: INNOVATIONS IN SCIENCE AND EDUCATION 5 . pp.855-861	0,5	0,5
32		We can, we know how. But do we want to? Teaching attitudes towards ICT based on the level of technology integration in schools Gonzalez-Sanmamed, M; Sangra, A and Munoz-Carril, PC 2017 TECHNOLOGY PEDAGOGY AND EDUCATION 26 (5) . pp.633-647	0,5	0,5
33		The differential effects of two types of task repetition on the complexity, accuracy, and fluency in computer-mediated L2 written production: a focus on computer anxiety Amiryousefi, M 2016 COMPUTER ASSISTED LANGUAGE LEARNING 29 (5) . pp.1052-1068	0,5	0,5
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39		Media use before, during and after COVID-19 lockdown according to parents in a clinically referred sample in child and adolescent psychiatry: Results of an online survey in Switzerland	0,5	0,5
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Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

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41	Based on a Decision Tree Model for Exploring the Risk Factors of Smartphone Addiction Among Children and Adolescents in China During the COVID-19 Pandemic Duan, L; He, J; (...); Zhu, G. Jun 8 2021 FRONTIERS IN PSYCHIATRY 12	0,5	0,5
42	Test for Mobile phone dependence: psychometric properties and confirmatory factor analysis Vezzoli, M; Colombo, A; (...); Zogmaister, C Feb 2021 (Early Access) CURRENT PSYCHOLOGY	0,5	0,5
43	Antecedents and consequences of problematic smartphone use: A systematic literature review of an emerging research area Busch, PA and McCarthy, S. Jan 2021 COMPUTERS IN HUMAN BEHAVIOR 114	0,5	0,5
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48	The association between the Big Five personality traits and smartphone use disorder: A meta-analysis Marengop, D; Sindermann, C; (...); Montag, C Sep 2020 JOURNAL OF BEHAVIORAL ADDICTIONS 9 (3). pp.534-550	0,5	0,5
49	The relationship between upward social comparison on SNSs and excessive smartphone use: A moderated mediation analysis; He, D; Shen, X and Liu, QQ Sep 2020 CHILDREN AND YOUTH SERVICES REVIEW 116	0,5	0,5
50	Smartphone Addiction Among Undergraduates: Roles of Personality Traits and Demographic Factors Erden, C and Uzun, AM Aug 2020 (Early Access) TECHNOLOGY KNOWLEDGE AND LEARNING	0,5	0,5
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77		0,5	0,5	0,5
78		0,5	0,5	0,5
79		0,5	0,5	0,5
80		0,5	0,5	0,5
81		0,5	0,5	0,5
82		0,5	0,5	0,5
83		0,5	0,5	0,5
84		0,5	0,5	0,5

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Fisa de îndeplinire Standarde minimale naționale
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Ana Maria CAZAN

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12		https://dl.acm.org/citation.cfm?doi=3025171.3025192	0,1	0,1
13		https://link.springer.com/article/10.1007%2Fs10758-017-9347-7	0,1	0,1

Fisa de indeplinire Standarde minimale nationale
Domeniul Psihologie
Ana Maria CAZAN

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20	Indreica, S. E, Cazan, A. M., & Truța, C. (2011). Effects of learning styles and time management on academic achievement. <i>Procedia – Social and Behavioral Sciences</i> , 30, 1096-1102 citat in: Sengodan, V. & Iksan, Z. H. (2012). Students' Learning Styles and Intrinsic Motivation in Learning Mathematics. <i>Asian Social Sciences</i> , 8(16), 17-23.	http://easesnet.org/journal/index.php/ass/about/editorialPolicies#custom0	0,05	0,05
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Fisa de indeplinire Standarde minimale nationale
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Ana Maria CAZAN

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Fisa de Îndeplinire Standarde minime naționale
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Ana Maria CAZAN

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58	Buletinul Universitatii Transilvania din Brasov Seria VII titlu:The log as a tool for stimulating learning motivation PublCitata: Strategii de autoreglare a învățării link: http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/T/16_Indreica.pdf http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/T/16_Indreica.pdf	http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/T/16_Indreica.pdf	0,05	0,05

Fisa de indeplinire Standarde minimale nationale
Domeniul Psihologie
Ana Maria CAZAN

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60	Buletinul Universitatii Transilvania din Brasov Seria VII titlu: The log as a tool for stimulating learning motivation PubliCitata: Student's motivation and self-regulated learning in a knowledge based society link: http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/16_Indreica.pdf http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/16_Indreica.pdf	http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/16_Indreica.pdf	0,05	0,05
61	Buletinul Universitatii Transilvania din Brasov Seria VII titlu: The log as a tool for stimulating learning motivation PubliCitata: Student's motivation and self-regulated learning in a knowledge based society International Journal of Innovation and Research in Educational Sciences Vol.4 Issue 6 titlu: Exploring Learner to Institutional Factors and Learner Characteristics as a Success Factor in Distance Learning PubliCitata: Self-regulated learning and academic achievement in the context of online learning environments	http://webbut.unibv.ro/Bulletin/Series%20VII/CPPET/16_Indreica.pdf	0,05	0,05
62	Journal of Learning Design titlu: The Challenges of Online Learning Supporting and Engaging the Isolated Learner PubliCitata: Caz3n, A. M., & Indreica, S. E. (2014). Need for cognition and approaches to learning among university students. Procedia-Social and Behavioural Sciences Journal, 127, 134–138. link: https://www.jild.edu.au/article/view/293.html https://www.jild.edu.au/article/view/293.html	http://www.jifres.org/administrator/components/com_jresearch/files/publications/JIFRES_1122_FINAL.pdf	0,05	0,05
63	link: https://www.jild.edu.au/article/view/293.html	https://www.jild.edu.au/article/view/293.html	0,05	0,05

64	<p>Studia Universitatis Babes Bolyai - Negotia titlu:ENTREPRENEURIAL ORIENTATION OF STUDENTS Pub Citata:Luca, M.R., Cazan, A.-M., (2011), Involvement in Entrepreneurial Training and Personality, Procedia Social and Behavioral Sciences, Vol. 30, pg. 125 – 1256. link:https://www.cceol.com/search/article- detail?id=540083 <a href="https://www.cceol.com/search/article-
detail?id=540083">https://www.cceol.com/search/article- detail?id=540083</p>	0,05	0,05
65	<p>Yuen, Constance and Fernando, Cheryl (2017) Peer tutoring in mathematics: listening to students' perceptions and attitudes to improve programme. In: International Conference on the Scholarship of Teaching and Learning (ICSoTL 2017), 4 - 5 April 2017, UUM EDC Hotels & Resorts, Sintok, Kedah, Malaysia. titlu: Yuen, Constance and Fernando, Cheryl (2017) Peer tutoring in mathematics: listening</p>	0,05	0,05
66	<p>International Journal of Advanced Research titlu:H. M. Aishaya et al. - IS TIME MANAGEMENT RELATED TO BETTER ACADEMIC PERFORMANCE AND PERCEIVED ACADEMIC SATISFACTION AMONG MEDICAL STUDENTS? A CROSS- SECTIONAL SURVEY IN SAUDI ARABIA. Pub Citata:Indreica, E.S., Cazan, A.M. and Tru?a, C. (2011). Effects of learning styles and time management on academic achievement. Procedia - Social and Behavhttps://www.researchgate.net/publication/313295634 IS TIME MANAGEMENT RELATED TO BETTER ACADEMIC PERFORMANCE AND PERCEIVED AC ADEMIC SATISFACTION AMONG MEDICAL STUD ENTS A CROSS- SECTIONAL SURVEY IN SAUDI ARABIA</p>	0,05	0,05

Fisa de Îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

<p>67</p> <p>International Journal of Innovation and Applied Studies ISSN 2028-9324 Vol. 19 No. 4 Mar. 2017, pp. 850-862 titlu:A. O. Busari - THE RELATIONSHIP BETWEEN PERSONALITY TYPES, LEARNING STYLES, MOTIVATION, SELF-ESTEEM AND ACADEMIC STRESS AMONG DISTANCE LEARNERS IN IBADAN STUDY CENTER PublCitata:Indreica, E.S., Cazan, A.M. and Truța, C. (2011). Effects of learning styles and time management on acadhttp://www.ijias.issr- journals.org/abstract.php?article=IJIAS-16-230-01</p>	<p>http://www.ijias.issr-journals.org/abstract.php?article=IJIAS-16-230-01</p>	<p>0,05</p>	<p>0,05</p>
<p>68</p> <p>European Business & Management 2017; 3(1): 1-8 titlu:K. Sayari et al. - Assessing the Relationship of Time Management and Academic Performance of the Business Students in Al-Zahra College for Women PublCitata:Indreica, E.S., Cazan, A.M. and Truța, C. (2011). Effects of learning styles and time management on academic achievement. Procedia - Social and Behavioral Sciences, 30(2011):1096- 11http://article.sciencepublishinggroup.com/html/10.11648. j.ebm.20170301.11.html</p>	<p>http://article.sciencepublishinggroup.com/html/10.11648.j.ebm.20170301.11.html</p>	<p>0,05</p>	<p>0,05</p>
<p>69</p> <p>G.O.P. Taksim E.A.H. JAREN 2017;3(1):30-36 titlu:N. Uysal et al. - Assessing Time Management Skills and Life Satisfaction of the Nursing Students PublCitata:Indreica, E.S., Cazan, A.M. and Truța, C. (2011). Effects of learning styles and time management on academic achievement. Procedia - Social and Behavioral Sciences, 30(2011):1096- 1102. doi: 10.1016/j.sbspro.2011.10.214.</p>	<p>https://www.researchgate.net/publication/317254607_Assessing_Time_Management_Skills_and_Life_Satisfaction_of_the_Nursing_Students</p>	<p>0,05</p>	<p>0,05</p>
<p>70</p> <p>New Trends and Issues Proceedings on Humanities and Social Sciences Volume 4, Issue 1 (2017) 335-343 titlu:H. Karatas - An investigation into university students' study skills PublCitata:Indreica, E.S., Cazan, A.M. and Truța, C. (2011). Effects of learning styles and time management on academic achievement. Procedia - Social and Behavioral Sciences, 30(2011):1096-1102. doi:</p>	<p>https://sproc.org/ojs/index.php/pnitsbs/article/view/2274</p>	<p>0,05</p>	<p>0,05</p>

	10.1016/j.sbshttp://sproc.org/ojs/index.php/pntsbs/article/view/2274			
71	International Journal of Curriculum and Instructional Studies titlu: Validity and Reliability Study of Self Regulated Learning Encouragement Scale PublCitata: Cazan, A.M. (2013). Teaching self regulated learning strategies for psychology students. Procedia-Social and Behavioral Sciences, 78, 743-747.	http://ijocis.com/index.php/ijocis/article/view/177	0,05	0,05
72	Metacognition and Successful Learning Strategies in Higher Education titlu: Metacognition and Successful Learning Strategies in Higher Education PublCitata: Cazan, A. M. (2012). Self-regulated learning strategies-predictors of academic adjustment. Procedia- Social and Behavioral Sciences, 33, 104- 108.	https://books.google.ro/books?hl=ro&lr=&id=FuruDOAAOBAJ&oi=fnd&pg=PA176&ots=9H7B27yJsa&sig=iGBFul_5LjhwCCmfmnmMOnPII_pg&redir_esc=y#v=onepage&q&f=false	0,05	0,05
73	Cazan, A. M. (2012). Enhancing self regulated learning by learning journals. Procedia - Social and Behavioral Sciences, 33, 413-417 cit in Royaei, N., Ghonsooly, B., & Ghanizadeh, A. (2014). Narrative Intelligence and EFL Teachers' Self-regulation. <i>International Journal of Foreign Language Teaching in the Islamic World</i> , 2(6), 14-20.	http://profdoc.um.ac.ir/articles/a/1047041.pdf	0,05	0,05
74	Indreica, S. E., Cazan, A. M., & Truța, C. (2011). Effects of learning styles and time management on academic achievement. <i>Procedia – Social and Behavioral Sciences</i> , 30, 1096-1102, Citat in Badparva, S. (2013). The relationship between managers skills and their time management of guidance schools and high schools in Baft city. <i>International Journal of Advanced Studies in Humanities and Social Science</i> , 1(7), 990-996.	http://ijashss.com/upload/IJASHSS-2013-1124.pdf	0,05	0,05

Fisa de îndeplinire Standarde minimele naționale
Domeniul Psihologie
Ana Maria CAZAN

75	Indreica, S. F., Cazan, A. M., & Truța, C. (2011). Effects of learning styles and time management on academic achievement. <i>Procedia – Social and Behavioral Sciences</i> , 30, 1096-1102. Citat in Borojerdi & Hasani, (2013). An investigation into the prediction of organizational time management skill of physical education managers through their personal time management skill. <i>International Journal of Sport Studies</i> , 3(3), 280-283.	http://ijssjournal.com/wp-content/uploads/2013/05/280-283.pdf	0,05	0,05
76	Luca, M. R., & Cazan, A. M. (2011). Involvement in entrepreneurial training and personality. <i>Procedia – Social and Behavioral Sciences</i> , 30, 1251-1256 Citat in Haider, S.H., Asad, M., & Aziz, A. (2015). A Survey on the Determinants of Entrepreneurial Training Effectiveness among Micro Finance Institutions of Malaysia. <i>Mediterranean Journal of Social Sciences</i> , 6(6), 396-404	http://www.meser.org/index.php?option=com_content&view=article&id=50&Itemid=216	0,05	0,05
77	Luca, M. R., & Cazan, A. M. (2011). Involvement in entrepreneurial training and personality. <i>Procedia – Social and Behavioral Sciences</i> , 30, 1251-1256 Citat in Genty, K.I. et al. (2015). Demographic Factors and Entrepreneurial Success: A Conceptual Review. <i>International Journal of Management Sciences</i> , 6, 8, 366-374	http://www.rassweb.org/admin/pages/ResearchPapers/Paper%201_1497468104.pdf	0,05	0,05
78	Cazan, A. M., & Schiopca B. (2014). Self-directed learning, traits and academic achievement. <i>Procedia - Social and Behavioral Sciences</i> , 127, 640 – 644, citata in Gundogdu, C. & Celebi, E. (2015). <i>International Journal of Science Culture and Sport</i> , 3, 24-34.	http://dergipark.ulakbim.gov.tr/infjcs/article/view/5000130959/5000119950	0,05	0,05
79	Cazan, A.-M. (2013). Strategii de autoreglare a învățării. Brașov: Editura Universității Transilvania din Brașov Citat in Henter, R. (2016). Metacogniția - o abordare psihopedagogică. Cluj: Presa Universitara Clujeana	http://www.editura.ubbcluj.ro/hd/ebooks/pdf/1951.pdf	0,05	0,05

80	Interpersona titlu:A Phenomenology of 'Blending in': Beyond Emotional Regulation PubCitata:Teaching self-regulated learning strategies for psychology students link:https://dialnet.unirioja.es/servlet/articulo?codigo=6307272 https://dialnet.unirioja.es/servlet/articulo?codigo=6307272	0,05	0,05	Pe conferinta
I18	Keynote speaker (comunicare științifică în plen) la conferințe internaționale (m = 3) / naționale (m = 1) Ediția a XX-a a Conferinței Naționale de Psihologie Industrială și Organizatională„Horia D. Pitariu” 2020: Mereu conectați. Antecedente și implicații ale tehnologiei asupra stării de bine	2 x m		Pe conferinta
1	Membri în comitetul științific (A) / Referent științific pentru evaluarea și selecția lucrărilor unei conferințe (B) / Membru în comitetul de organizare (C) / Coordonator simpozion (Chair) (D) (se punctează o singură calitate / conferință)	2x1		2
I19		1 x m		Pe conferinta
I19.1	19.1 Conferințe internaționale (m = 3)			Pe conferinta
I19.2	19.2 Conferințe naționale (m = 1)	1 x m		Pe conferinta
1	Membri în comitetul științific al conferinței APIO 2020-2021 Organizator simpozion Asociația Psihologilor din România https://conferinta.apsi.ro/?page_id=529 Conferința APR „Psihologie și Tehnologie: Conectați la Viitor” 2021 CONFUNTAREA CU COVID-19: ABORDĂRI EMPIRICE ALE RESURSELOR PERSONALE ÎN ADAPTAREA ÎN PANDEMIE LA DIFERITE CATEGORII SOCIO-PROFESIONALE	1	1	1
2		1		1

Fisa de îndeplinire Standarde minimele naționale
Domeniul Psihologie
Ana Maria CAZAN

3	Membru in comitetul stiintific al conferintei societatii psihologilor din Romania 2021	https://conferinta.apsi.ro/?page_id=20	1	1
4	Membru in comitetul de organizare Psiworld 2013-2015	http://psiworld.ro/	3	3
5	Membru in comitetul stiintific al conferintei APSC 2016 The International Psychology Conference From Individual to Society – Applied Psychology for a Sustainable Community, September 22-23, 2016 Brasov, Romania	http://apsconference.unibv.ro/scientific-committee/	1	1
6	Membru in comitetul stiintific al conferintei Omul - o perpetua provocare - Constanta, 2016	http://copp2016.univ-ovidius.ro/comitetul-stiintific/	1	1
7	Membru in comitetul stiintific al conferintei "Contemporary Perspectives in Psychology, Education and Teacher Training" - 2nd edition (COPEP 2017)	http://old.unibv.ro/Default.aspx?alias=old.unibv.ro/coped&	1	1
8	Membru in comitetul stiintific al Simpozionului National de Fizică "Fizica - Trecut și viitor", 2016-2017		1	1
9	Conferinta Națională de Psihoterapie experiențială și hipnoterapie Dezvoltare, cuplu și sexualitate – mai 2015, organizată în colaborare cu Asociația de Psihoterapie experiențială și hipnoterapie		1	1
10	Membru in comitetul de organizare al Conferintei Nationale de Psihologie Experimentala Aplicata, Bucuresti, mai 2013-2014		2	2
11	Membru în comitetul de organizare al Conferintei Nationale de Psihologie 2012		1	1
120	Președinte sau membru în comitetul executiv al unei asociații profesionale internaționale (m = 3) sau naționale (m = 1)		2 x m	Pe asociati e
1	Membru in consiliul director al asociatiei KronPsy		2	2
2	Membru in comitetul director APIO si secretar 2021		2	2
3	Psiholog acreditat de către Colegiul Psihologilor din România, treapta de specializare Psiholog specialist autonom – Specializarea Psihologie educațională, consiliere școlară și vocațională		2	2
	Psiholog acreditat de către Colegiul Psihologilor din		2	2

	România, treapta de specializare Psiholog practicant autonom – Specializarea Psihologie aplicată în servicii			
4	2019 – prezent: Reprezentant al Colegiului Psihologilor din România în Comitetul de Psihologie Educațională al European Federation of Psychologists' Associations; coordinator al comisiei Psihologie Educațională din cadrul European Federation of Psychologists' Associations	3	3	
5	Membri în consiliul director al asociației Psi For All - vicepreședinte	2	2	
I21	Premii și distincții I21.1. Premii pentru activitatea științifică oferite de către instituții sau asociații științifice / profesionale internaționale (m = 3) sau naționale de prestigiu (CNCS, etc.) (m = 1) (nu sunt incluse granturile de deplasare sau premiile articolelor din zona roșie, galbenă etc.) I21.2. Obținerea în activitate a unor rezultate de prestigiu privind promovarea țării și învățământului românesc (de exemplu distincțiile, medaliile primite de către sportivi, antrenori, alți specialiști pentru rezultate la JO, CM, CE etc., oferite de Președinția României, MENCSS, MTS etc.)	4 x m	Premiu	
I22	Coordonator al unei colecții de carte	6	Colectie	e

Fisa de îndeplinire Standarde minimele naționale
Domeniul Psihologie
Ana Maria CAZAN

123	Carte coordonată relevantă pentru domeniul (m A1 = 3; m A2 = 1; m B = 0.5)		8 x m/n	Carte
1	Aniței M., Chraif, M., Cazan, A.-M., Francisco, D., Stan, M. M., & Truța, C. (coord.). (2011). <i>The Proceedings of the International Conference Psychology and the Realities of the Contemporary World</i> . București: Editura Universitară.		0,66	0,66
124	Redactor șef / editor sau membru în comitetul editorial al unei reviste cu comitet științific și peer-review			
124.1	124.1. Revistă indexată Web of Science (m = 3)		4 x m	Revista
1	Associate editor pentru Journal of Child and Family Studies (2020-2022)	https://www.springer.com/journal/10826/editors	4x3	12
2	Associate editor pentru numar special Frontiers in psychology - Learning Identities in Times of COVID-19	https://www.frontiersin.org/research-topics/23565/learning-identities-in-times-of-covid-19	4x3	12
124.2	124.2. Revistă indexată în cel puțin două BDI (m = 1)		4 x m	Revista
	Membru în comitetul editorial al Buletinului Științific al Universitatii Transilvania din Brasov, Seria VII, Social Sciences and Law	http://webbut.unibv.ro/bulletin/Series%20VII/Ed_board7.html	4	4
124.3	124.3 Revistă indexată într-un BDI (m = 0.5)		4 x m	Revista
1	Membru în comitetul editorial al Buletinului Științific al Universitatii Transilvania din Brasov, Seria VII, Social Sciences and Law	http://webbut.unibv.ro/bulletin/Series%20VII/Ed_board7.html	4	4
2	Membru în comitetul editorial al Romanian Journal of Experimental Applied Psychology	http://www.rjeap.ro/editorial-board/journal/editorial-board	2	2
3	Membru în comitetul editorial al International Journal of Traffic and Transportation Psychology	http://www.ijttp.ro/editorial-board/journal/editorial-board	2	2
125	Referenț științifice ad hoc pentru reviste cu comitet științific și peerreview		0,3/0,2	Articol
125.1	125.1. Revistă indexată Web of Science		0,3	Articol
1	Learning and Individual Differences 1 recenzie	https://www.journals.elsevier.com/learning-and-individual-differences	0,3	0,3

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

2	International Journal of Electrical Engineering Education - 1 recenzie	http://journals.sagepub.com/home/ije	0,3	0,3
3	Measurement and Evaluation in Counseling and Development - 1 recenzie	https://www.tandfonline.com/doi/uecd20/current	0,3	0,3
4	Computers and Education - 2 recenzii	https://www.journals.elsevier.com/computers-and-education/	0,6	0,6
5	Journal of Child and Family Studies - 5 recenzii	https://link.springer.com/journal/10826	1,5	1,5
6	Journal of Psychoeducational assessment - 2 recenzii	http://journals.sagepub.com/home/jpa	0,6	0,6
7	Computers in Human Behaviour - 44 recenzii	https://www.journals.elsevier.com/computers-in-human-behavior	13,2	13,2
8	Computers in Human Behaviour - 44 recenzii	https://onlinelibrary.wiley.com/journal/14422018	0,6	0,6
9	Nursing & Health Sciences - 2 recenzii School_Effectiveness_and_School_Improvement 1 recenzie	https://www.tandfonline.com/loi/nhs20	0,3	0,3
10	Psychology of music - 2 recenzii	https://journals.sagepub.com/home/pom	0,6	0,6
11	Current psychology - 2 recenzii	https://www.springer.com/journal/12144	0,6	0,6
12	Frontiers in psychology - 15 recenzii	https://www.frontiersin.org/journals/psychology	4,5	4,5
125.2	I25.2. Revistă indexată BDI (alta decât WoS)		0,2	Articol
1	Recenzor Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law - 2015 - 2021 lucrari - 15 recenzii	https://webbut.unibyb.ro/bulletin/Series%20VII/Series%20VII.html	0,2	3
2	Conferența APSC - Recenzor Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law 2016- 6 recenzii	Recenzor Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law	0,2	1,2
3	Conferența Omul o continua provocare - Recenzor Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law 2016- 3 recenzii	Recenzor Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law	0,2	0,6
4	Recenzor Revista de Psihologie a Academiei Române - 6 articole	http://revistadepsihiologie.ipsihologie.ro/index.php	0,2	1,2
5	Open Learning: The Journal of Open and Distance Learning - 5 articole	https://www.tandfonline.com/loi/eop120	0,2	1
6	APA International Psychology Bulletin - 1 recenzie	https://div52.org/index.php/publications/international-psychology-bulletin-ipb	0,2	0,2
7	Journal of urbanism: International Research on Placemaking and Urban Sustainability - 0 recenzie	https://www.tandfonline.com/doi/foj20/current	0,2	0,2

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

8	Journal of Computer Assisted Learning - 1 recenzie	https://mc.manuscriptcentral.com/jcal	0,2	0,2
9	Medical Journals- 1 recenzie	https://www.editorialmanager.com/medicaljournals/Default.aspx?pg=login.asp	0,2	0,2
10	Psiworld 2013 Procedia behavioural sciences 25 recenzii	https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/127/suppl/C	0,2	5
11	Psiworld 2014 Procedia behavioural sciences 20 recenzii	https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/187/suppl/C	0,2	4
12	Psiworld 2012 Procedia behavioural sciences 20 recenzii	https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/33/suppl/C	0,2	4
13	Psiworld 2011 Procedia behavioural sciences 15 recenzii	https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences/vol/78/suppl/C	0,2	3
14	Psiworld 2015 Procedia behavioural sciences 15 recenzii	http://www.ricap.ro/psiworld-2015-proceedings/ricap/vol7sil1/psiworld-2015-proceedings	0,2	3
15	Asian Social Science Canadian Center of Science and Education		0,2	0,2
16	Learning: Research and Practice Publish open access in this journal	https://www.tandfonline.com/loc/rlmp20/current	0,2	0,2
17	Jurnal Plus Education 2018 - 6 recenzii	https://www.uav.ro/en/journals/educatia-plus	0,2	1,2
18	Higher Education Pedagogies -1 recenzie	https://www.tandfonline.com/loi/rhep20	0,2	0,2
126	Profesor asociat / visiting scholar pentru o durată de cel puțin o lună de zile / susținerea unei conferințe sau prelegeri în fața cadrelor didactice sau a doctoranzilor (se punctează un singur aspect per universitate; nu sunt incluse aici schimburile Erasmus)		0,5Xm	Institut ie/ invitati e
126.1	126.1 la o universitate din TOP 500 conform clasamentului URAP (m = 3)		0,5Xm	Institut ie/ invitati e
126.2	126.2 la o universitate din afara topului 500 URAP, ca urmare a unei invitații nominale din partea instituției gazdă (m = 1)		0,5Xm	Institut ie/

		invitati e
127	<p>Director al unui grant finanțat / instituția coordonată</p> <p>127.1 Director grant de cercetare cu relevanță publică largă obținut prin competiție internațională, acordat de către o agenție / instituție internațională (m = 3)</p> <p>127.2. A. Director grant de cercetare cu relevanță publică largă obținut prin competiție națională / B. Coordonator echipă România pentru un grant de cercetare cu relevanță publică largă, obținut prin competiție internațională (m = 1)</p> <p>127.3. A. Director sau coordonator partener al unui grant de dezvoltare instituțională (de exemplu tip POSDRU, Erasmus + etc.) / (m = 0.5) Director al unui grant finanțat / instituția coordonată</p> <p>127.3. B. Director sau coordonator partener al unui grant de cercetare cu relevanță specifică (de exemplu finanțat de către o companie), obținut prin competiție națională sau internațională</p> <p>127.3. C. Coordonator partener pentru un grant de cercetare cu relevanță publică largă, obținut prin competiție națională (m = 0.5)</p>	<p>9 X m</p> <p>Grant</p>
1	<p>Proiect KA220-HED Digital well-being in higher education, 2021-1-RO01-KA220-HED-000032023</p> <p>Coordonator: Conf. dr. Ana-Maria CAZAN DGENIE 2022-2024. Buget: 349 921 euro</p>	<p>9 X 0.5</p> <p>4,5</p>
2	<p>Proiectul privind Învățământul Secundar (ROSE), Schema de granturi pentru universități - Schema de Granturi Competitive pentru Sprijin acordat Studenților (SGU- SS) Titlul subproiectului: Program de Suport Educațional pentru STUDENȚI Acronim: PSE-STUDENT</p> <p>Coordonator: Conf. dr. Ana-Maria CAZAN PSE Student , 2020-2022 Buget: 557 758 lei</p>	<p>9 x 0.5</p> <p>4,5</p>

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

3	Proiect KA2 Erasmus+ Well-being Innovations for Students in Europe - WISE KA220-HED-0574711B Coordonator partener UNITBV: Conf. dr. Ana-Maria CAZAN WISE 2021-2024 Buget UNITBV: 7000 euro, buget total 35.000 euro		
128	Membru în echipa unui grant finanțat / instituția coordonată	3 x m	Grant
128	128.1 Membru în echipa unui grant de cercetare cu relevanță publică largă obținut prin competiție internațională sau națională (m = 1)	3 x m	Grant
1	Membru proiect 'Au-delà' de l'Apprentissage Formel, ADAF, LLP-LDV/TOL/IT/499 - în programul Leonardo da Vinci - rol în proiect Cercetator	3	3
2	Membru proiect - CO.PE» COMPETENCES POUR L'EUROPE - 2012-1-IT1-LEO05-02837 - rol în proiect Cercetator	3	3
3	Job Orientation training in Businesses and Schools, JOBS - rol în proiect Cercetator	3	3
128	128.2. Membru în echipa unui grant de cercetare cu relevanță specifică sau a unui grant de dezvoltare instituțională obținut prin competiție internațională sau națională (m = 0,5)	3 x m	Grant
1	Membru în echipa proiectului Profesionalizarea carierei didactice - PROF" Cod proiect: POCU/904/6/25/146587 Perioada: 2021-2023	1,5	1,5
2	Schema de Granturi PENTRU UNIVERSITĂȚI – Categorie de grant- SGNU - MARE Beneficiar: Universitatea Transilvania din Brașov - Facultatea de Design de Produs și Mediu Titlul subproiectului: Programe pentru Dezvoltarea personală și creșterea Performanțelor academice în scopul Menținerii calității de STUDENT - ProDPM-STUDENT Acord de grant nr: 70/SGU/NC/I - Rol în proiect: consilier și membru în echipa de implementare	1,5	1,5

3	Membru în echipa Proiectului Institut de Cercetare Dezvoltare Inovare Prode Hight-Tech pentru Dezvoltare Durabilă, PRO-DD, în Centrul de cercetare Dezvoltare personală, profesională și instituțională și educație pentru o comunitate durabilă. Contract nr. 11/2009, ID 123, SMIS 2637. Director proiect: prof. Ion Vișa	1,5	1,5
4	Proiect FDI - CNFIS-FDI-2017-0389 - Platforma eLearning - instrument de implementare a sistemului blended learning în cadrul programelor de studii de licență cu frecvență	1,5	1,5
I29	Activitate de mentorat / îndrumare		
I29.1 A	29.1A. Conducător științific tezelor de doctorat (punctajul total la 29.1 este plafonat la maximum 10 puncte)	1	Doctor and
I29.1 B	29.1B. Membru în comisia de îndrumare sau de evaluare a tezelor de doctorat (punctajul total la 29.1 este plafonat la maximum 10 puncte)	0,5	Comisi e
1	Comisie sustinere publica - Sarbu Roxana UVT	0,5	0,5
2	Comisie sustinere publica - Matei (Miculescu Gutan) Alina UVT	0,5	0,5
3	Comisie sustinere publica - Isbasoiu Andreea UVT	0,5	0,5
4	Comisie sustinere publica - Tripa Bejan Laura UVT	0,5	0,5
5	Comisie sustinere publica - Manadache Mirela UVT	0,5	0,5
I29.2	29.2. Mentor cu rol oficial de îndrumare a unor cercetători postdoctorali	1	Indrum at
	30.1. Inițierea sau coordonarea unor programe de studii universitare sau post-universitare		
I30.1		2	Progra m
	30.2. Publicarea unor cursuri universitare (nu pot fi punctate aici contribuții care au ce au fost incluse la indicatorii I3, I7 sau I12)		
I30.2.		1	Curs

Fisa de îndeplinire Standarde minimale naționale
Domeniul Psihologie
Ana Maria CAZAN

1	Metode si tehnici experimentale 2017		1	1
I30.3	30.3. Introducerea unor discipline noi în planul de învățământ			
1	Prelucrare computerizata a datelor - optional program de studii psihologie Z1 si ID		0,5	0,5
2	Aplicatii computerizate ale datelor - optional program de studii psihologie Z1 si ID		0,5	0,5
I 31	Coordonarea unui centru sau laborator de cercetare, recunoscut de către Senatul Universității sau Consiliul Științific al Institutului de cercetare		2	Centru
1	Coordonator Centru de cercetare Dezvoltare personală, profesională, instituțională și educație pentru o comunitate durabilă Institutul de cercetare si Dezvoltare al Universitatii Transilvania din Brasov	https://fdl.unibv.ro/ro/centre-de-cercetare/dezvoltare-personala-profesionala-institutionala-si-educatie-pentru-o-comunitate-durabila.html	2	2
I 32.1	Evaluator proiecte / membru în Panel în competiții internaționale (m = 3) de granturi de cercetare		1 X m	Editie competitive
I 32.2	Evaluator proiecte / membru în Panel în competiții naționale (m = 1) de granturi de cercetare		1 X m	Editie competitive
I 33	Membru în grupul de experți			
I 33.1	33.1. Comisii / consilii științifice sau organisme internaționale (de exemplu UNESCO, UNICEF, CIO, Federații internaționale pe ramuri de sport etc.) (m = 3)		1 X m	Comisii
I 33.2	33.2. Comisii / consilii științifice sau organisme naționale (CNATDCU, CNCS, ANCS, ARACIS sau alt grup de lucru consultativ / de lucru la nivelul MENCS sau la nivel interministerial, alcătuit ca urmare a unui ordin		1 X m	Comisii

	emis de MENCS sau de către un alt for ministerial (m = 1)			
1	Expert extern - Grup de lucru Consiliul National de Statistica si Prognostic a Invatamantului Superior (CNSPIS) in vederea elaborarii Fundamentarii propunerii de cifra de scolarizare pentru invatamantul superior la nivel de licenta, master, si doctorat si a Metodologiei de alocare a cifrei de scolarizare pe domenii de studii universitare de licenta, master si doctorat in anul universitar 2018-2019		1	1
134	Furnizarea de servicii pentru beneficiarii externi ai institutiei (cursuri sau programe de formare / perfectionare profesionala in domeniu)		0,5	Pe curs avizat
1	Tânăr în Braşov – contract cu Direcția Județeană pentru Sport și Tineret Braşov, nr. 15735/ 8.11.2021Coordonator: Conf. dr. Ana-Maria CAZAN		0,5	0,5
2	2012-2014: POSDRU 61341; Temperamentul scolarilor - Cursuri formare cadre didactice (profesori de limba romana si psihologi scolari), pentru doua discipline: Consilierea elevilor, parintilor si familiilor si Comunicare si interactiune educationala – perioada iunie 2012 – septembrie 2013 (activități directe de predare de tip workshop și e-learning)		0,5	0,5
3	2013-2014: formator în cadrul proiectului E.H.R. Antrenoriat pentru resurse umane - POSDRU/92/3.1/S/53763		0,5	0,5
4	2012, iulie – septembrie: formator în cadrul proiectului Șanse Egale și Respect SERAF, POSDRU 97/ 6.3/S/62066		0,5	0,5
5	2009-2011: cercetător în cadrul proiectului Protejctarea, implementarea și derularea unui sistem de formare continuă, inter-regional și transnațional, pentru obținerea		0,5	0,5

Fisa de îndeplinire Standarde minimele naționale
Domeniul Psihologie
Ana Maria CAZAN

	competențelor antreprenoriale, EDU-ANTREPRENOR, RO POSDRU/9/3.1/S/9			
6	2015 - februarie 2016: Expert consiliere în cadrul proiectului Studentul consiliat-excelent viitor angajat, POSDRU 160/2.1/S/138850			
7	2018-2019 Acord de parteneriat în vederea elaborării materialelor suport pentru un curs de formare inițială destinat studenților înmatriculați la programul de formare psihopedagogică - MEN			

Criteriu	Criteriu	Suma indicatorilor	Standard profesor	Punctaj obținut A. M. CAZAN
Realizări științifice (A 1)	C1	I1	25	80,85
	C2	I3+I4	12	6
	C3	Total A1 (I1+...+I15)	100	234,622
	C4	I16	15	153,5
	C5	I27	9	9
Vizibilitate și impact (A 2)	C6	Total A2 (I16+...+I35)	60	309,16
	C7	Total general	160	543,782

C1 candidat-C1 Standard > C2
(80,85-25 = 55,85)

- Rezolutia Comisiei Științifice *Psihologie*
1. Prof. dr. Mariela PAVALACHE ILIE
 2. Conf. dr. Mihaela VOINEA
 3. Prof. dr. Silviu CIOROIU
 4. Prof. dr. Razvan Sandu ENOIU
 5. Conf. dr. Ioan TURCU

Standardele sunt îndeplinite

22.01.2022

Semnătura

DA NU
DA NU
DA NU
DA 73 NU
DA NU

Conf. dr. Ana-Maria Cazan



