

CURRICULUM VITAE

Name, surname: Ana-Maria CAZAN

Date and birth place: 14 Aprilie 1983, Campulung, Arges

Contact: Nicolae Balcescu 56, Brasov, Romania, tel. /fax: (004) 0268 416184, 0740065734(home); e-mail: ana.cazan@unitbv.ro ; site: <https://www.unitbv.ro/contact/comunitatea-unitbv/1957-cazan-ana-maria.html>

Information about the degrees and diplomas

- 2017: habilitation in Psychology.
- 2009-2012: PhD in Psychology, Faculty of Psychology and Education Sciences, University of Bucharest, title of thesis: Self-regulated learning strategies in academic context.
- 2008-2010: master degree, Personality Psychology, Faculty of Psychology and Education Sciences, University of Brasov.
- 2007-2009: master degree, Human Resources Development, Faculty of Law and Sociology, Transilvania University.
- 2003-2007: bachelor degree, Psychology-Pedagogy, Faculty of Psychology and Education Sciences, Transilvania University of Brasov.

b) professional experience and jobs

- 2021-present: Coordinator of the Project Management Centre of Transilvania University of Brasov.
- 2023-doctoral supervisor –Romanian Academy, Institute of Philosophy and Psychology.
- 2016 - present: Vice-dean for didactic activities, scientific research and IT, Faculty of Psychology and Education Sciences, Transilvania University of Brasov.
- 2019 – present: Representative of the Psychologists' College of Romania in the Standing Committee on Psychology in Education of the European Federation of Psychologists' Associations.
- Coordinator of the Psychology research centre within the Research Institute of Transilvania University - Personal, Professional, Institutional Development and Education for a Sustainable Community.
- 20022-present: professor; 2015–2022: Associate professor; 2013 - 2014: lecturer; 2007 - 2013: assistant, Faculty of Psychology and Education Sciences, Transilvania University of Brasov.

Other duties as employee of the Transilvania University: member of the Admission committee of Transilvania University and of the Scientific council of the university; member of the Faculty council; in charge of the faculty E-learning platform.

Projects

Project manager/ coordinator

- 2022 - present: Project coordinator of the research grant Tinere echipe PN-III-P1-1.1-TE-2021-0576 - *Who succeeds at university? Cognitive and non-cognitive factors predicting (mal)adjustment and dropout risk in first-year university students*

- 2021-present: Coordinator of the international Erasmus+ project Partnership in Higher education *Digital Well-being in Higher Education* - 2021-1-RO01-KA220-HED-000032023;
- 2021: coordinator for Transilvania University of Brasov for the international Erasmus+ project Partnership in Higher education *Well-being Innovations for Students in Europe* KA220-HED-0574711B;
- 2021: Coordinator of the research project *Tânăr în Braşov* [Young people in Brasov], beneficiary: Brasov County Association for Sports and Youth,
- 2020 - present: Project manager for the *Program de Suport Educațional pentru STUDENȚI: PSE-STUDENT* [Educational Support Program for Students: PSE-STUDENT] Projects no: ROSE/Acord de grant 373/SGU/SS.

Team member

- 2021–2023: researcher as member of the project *Profesionalizarea carierei didactice - PROF* [Professionalization of teaching career] implemented by the Ministry of education. POCU/633/6/14/131116.
- 2018-present: member in the managerial team of the ROSE project (Programs for Personal Development and Increasing the Academic Performance to Maintain the Student Status ProDPM).
- 2014 - 2018: researcher for *Job Orientation training in Businesses and Schools*, JOBS (Swiss-Romanian funds).
- 2014-2015: counselling expert for *The student - a future successful employee* - POSDRU /160/2.1/S138850.
- 2014: counselling expert for the project *Increasing employability of graduate and undergraduate through counselling and practical placement*, POSDRU 160/2.1/S/133020.
- 2013-2014: trainer in the project E.H.R. *Entrepreneurship for Human Resource*- POSDRU/92/3.1/S/53763.
- 2013-2014: researcher for the project CO.PE *Competences Pour l'Europe* 2012-1-IT1-LEO05-02837.
- 2012-2014: researcher in the project *Learning style and students' temperament* - POSDRU 61341.
- 2011-2012: expert in professional standards for *Au-Dela de l'Apprentissage Formel*, LLP-LDV/TOI/10/IT/499.

Erasmus Teaching Mobility: Catholique Univ. of Louvain, Belgium (2010); Amasya Univ., Turkey (2014), Hradec Kralove Univ., the Czech Republic (2015); Jan Kochanowski Univ., Poland (2019), Universidad de Las Palmas de Gran Canaria (2023).

Member in scientific and professional associations

- Member of *Romanian Society of Applied Experimental Psychology* and *KronPsy*.
- Member of Romanian Association of Psychologists.
- Psychologist accredited by the College of Psychologists in Romania for the Educational psychology, school and vocational counselling (autonomous specialist) and Services (practitioner).
- 2022- present: member of the Metodological Commission of the College of Psychologists in Romania.

- 2019-2021: Member of the board of directors of the Organizational-Industrial Psychology Association (APIO), 2021-2023: Secretary of the Association.

Member in the editorial board and in the organizing committee of scientific manifestations

- 2023 Editor in chief: Psihologia Resurselor Umane: <https://www.hrp-journal.com/index.php/pru>

- Member in the Scientific and organizing Committee of the International Conferences *from Individual to Society–Applied Psychology for a Sustainable Community*, Brasov, 2016; *”Competence- Contemporary Perspectives on Teaching Performance”*, Brasov, 2018; *Psiworld* 2010-2015, Bucharest, *Contemporary Perspectives in Psychology, Education and Social Work*, Constanta 2019, *Conferința de Psihologie Industrial Organizațională Horia Pitariu 2020-2021* [Industrial and Organisational Psychology Conference], *Conferința Psihologie și Tehnologie: Conectați la Viitor 2021* [Psychology and Technology: Connected to the Future]; The International conference: *The Immersive Learning Research Network* 2019-2021.

- Member in the editorial board (*Journal of Child and Family Study* (Associate editor), *Bulletin of the Transilvania University of Braşov. Series VII*; *Romanian Journal of Experimental Applied Psychology*; *Revista de Psihologie a Academiei Romane*).

- Member in the reviewers’ board of several international journals, such as: *Computers in Human Behaviour*, *Computers & Education*, *Teaching and Teacher Education*, *Psychology of Music*, *Asia Pacific Journal of Education*, *Frontiers in Psychology* etc.

- Topic editor for a special issue for *Frontiers in psychology: Learning Identities in Times of COVID-19*.

Scopus Author ID: <https://www.scopus.com/authid/detail.uri?authorId=54891333900>

ORCID: <https://orcid.org/0000-0003-4521-702X>

Researcher ID: <https://www.webofscience.com/wos/author/record/H-9452-2019>

Google Scholar: <https://scholar.google.com/citations?user=02P4Vg0AAAAJ&hl=en>

Brain Map profile: <https://www.brainmap.ro/ana-maria-cazan>

List of publications

PhD Thesis

Cazan, A. M. (2012). *Strategii de învățare autoreglată în context academic* [Self-regulated learning strategies in academic context]

ISI Articles

1. **Cazan, A. M.**, Stan, M. M., Clinciu, A. I., Truța, C., & Maican, C. I. (2023). Validation study for the Academic Maladjustment Questionnaire on a Romanian sample. *Frontiers in psychology*, 14, 1275939. <https://doi.org/10.3389/fpsyg.2023.1275939>

2. Truta, C., Maican, C. I., **Cazan, A. M.**, Lixandriou, R., Dovleac, L., & Maican, M.A. (2023). Always connected@ work. Technostress and well-being with academics. *Computers in Human Behaviour*, 143. <https://doi.org/10.1016/j.chb.2023.107675>
3. Pizarro, J. J., Cakal, H., Méndez, L., Zumeta, L. N., Gracia-Leiva, M., Basabe, N., Navarro-Carrillo, G., Cazan, A.-M., Keshavarzi, S., López-López, W., Yahiiiev, I., Alzugaray-Ponce, C., Villagrán, L., Moyano-Díaz, E., Petrović, N., Mathias, A., Techio, E. M., Wlodarczyk, A., Alfaro-Beracoechea, L. ... Páez, D. (2023). Sociopolitical consequences of COVID-19 in the Americas, Europe, and Asia: A multilevel, multicountry investigation of risk perceptions and support for antidemocratic practices. *Political Psychology*, 00, 1–27. <https://doi.org/10.1111/pops.12930>
4. Ives, B. & **Cazan, A.M.** (2023). Did the COVID-19 pandemic lead to an increase in academic misconduct in higher education?. *Higher education*. <https://doi.org/10.1007/s10734-023-00996-z>
5. **Cazan, A.M.** & Maican, C. (2023). Factors determining the use of e-learning and teaching satisfaction. *Comunicar*, 31(74). <https://doi.org/10.3916/C74-2023-07>
6. Ruggeri, K., Pannin, A., ...**Cazan, A.M.** ... & Garcia Garzon, E. (2022). The globalizability of temporal discounting. *Nature Human Behavior*. <https://doi.org/10.1038/s41562-022-01392-w>
7. Grigorescu, S., **Cazan, A.M.**, Rogozea, L., & Grigorescu, D. (2022). Predictive factors of the burnout syndrome occurrence in the healthcare workers during the COVID-19 pandemic. *Frontiers in Medicine*. <https://www.frontiersin.org/articles/10.3389/fmed.2022.842457/abstract>
8. Drăghici, G. I. & **Cazan, A.M.** (2022). Burnout and Maladjustment Among Employed Students. *Frontiers in Psychology*, 13. doi: 10.3389/fpsyg.2022.825588
9. Rucsanda, D. M., **Cazan, A.M.**, & Belibou, A. (2021). Students' Attitudes Toward Online Music Education During the COVID 19 Lockdown. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.753785>
10. Maican, C. I., **Cazan, A. M.**, Lixandriou, C. R., & Dovleac, L. (2021). Exploring the Factors Influencing the Use of Communication and Collaboration Applications. *Journal of Organizational and End User Computing*, 33(4), 94-124. <https://doi.org/10.4018/JOEUC.20210701.oa5>
11. Clinciu, A.I., **Cazan, A.M.**, Ives, B. (2021). Academic Dishonesty and Academic Adjustment Among the Students at University Level: An Exploratory Study. *Sage Open*, 11(2), <https://doi.org/10.1177/21582440211021839>
12. Lixandriou, R., **Cazan, A. M.**, Maican, C. I. (2021). An Analysis of the Impact of Personality Traits towards Augmented Reality in Online Shopping. *Symmetry*, 13(3), 416. <https://doi.org/10.3390/sym13030416>
13. 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. <https://doi.org/10.1177/1368430219885163>
14. 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. *EPMA Journal*, 11, 161-176. <https://doi.org/10.1007/s13167-020-00201-6>
15. Cazan, A. M. (2020). An intervention study for the development of self-regulated learning skills. *Current Psychology*, <https://doi.org/10.1007/s12144-020-01136-x>

16. 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. *Current psychology*, <https://doi.org/10.1007/s12144-020-00973-0>
17. Rucsanda, M. D., **Cazan, A. M.**, & Truta, C. (2020). Musical performance and emotions in children: The case of musical competitions. *Psychology of Music*, 48(4), 480-494. <https://doi.org/10.1177/0305735618810791>
18. 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, *Sage Open Medicine*. <https://doi.org/10.1177/2050312120973483>
19. 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. *Environmental Engineering & Management Journal*, 19(12), <https://eemj.eu/index.php/EEMJ/article/view/4245>
20. Maican, C. I., **Cazan, A. M.**, Lixandriou, C. R., & Dovleac, L. (2019). A study on academic staff personality and technology acceptance: The case of communication and collaboration applications. *Computers & Education*, 128, 113-131. <https://doi.org/10.1016/j.compedu.2018.09.010>
21. 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, Europe and Asia. *Papers on Social Representations*, 10(10), 1-38.
22. Meyers, M. C., Adams, B. G., Sekaja, L., Buzea, C., **Cazan, A. M.**, Gotea, M., Stefenel, 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. <https://link.springer.com/article/10.1007/s10902-018-0026-8>
23. 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. *Children and Youth Services Review*, 93, 345-354. <https://doi.org/10.1016/j.childyouth.2018.08.006>
24. 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. *EPMA Journal*, 9, 355. <https://doi.org/10.1007/s13167-018-0151-9>
25. Cocoradă, E., **Cazan, A. M.**, Orzea, I. E. (2018). School climate and school achievement in the Romanian secondary education. *Journal of Psychoeducational Assessment*, 63(5), 516-522. <http://journals.sagepub.com/doi/full/10.1177/0734282916683285>
26. Pavalache, M. & **Cazan, A.M.** (2018). Personality correlates of pro-environmental attitudes. *International Journal of Environmental Health Research*, 28(1), 71-78. <https://doi.org/10.1080/09603123.2018.1429576>
27. 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. *Educational Studies*, 43(5), 584-599. DOI: 10.1080/03055698.2017.1343711
28. <https://www.tandfonline.com/doi/abs/10.1080/03055698.2017.1343711?journalCode=ceds20>
29. Ives, B., Alama, M., Mosora, L. C., Mosora, M., Grosu-Radulescu, L., Cliniciu, A. I., **Cazan, A. M.**, Bădescu, G., Tufiş, C., Diaconu, M., & Duţu, A. (2017). Patterns and

- predictors of academic dishonesty in Romanian university students. *Higher Education*, 74(5), 815-831. <https://link.springer.com/article/10.1007/s10734-016-0079-8>
30. Ogrutan, P., **Cazan, A. M.**, & Aciu, L. E. (2017). Difficulties of evolution from imitation to creativity in engineering education. *International Journal of Engineering Education*, 33, 6(A), 1815–1823. <https://www.ijee.ie/contents/c330617A.html>
 31. **Cazan, A. M.**, Cocoradă, E., & Maican, C. I. (2016). Computer anxiety and attitudes towards the computer and the internet with Romanian high-school and university students. *Computers in Human Behavior* 55, 258-267. <https://www.sciencedirect.com/science/article/pii/S0747563215301321>
 32. 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. *International Journal of Electrical Engineering Education*, 53(2), 181-191. <http://journals.sagepub.com/doi/abs/10.1177/0020720915596753?rss=1>
 33. **Cazan, A. M.** & Truta, C. (2015). Stress, resilience and life satisfaction in college students. *Revista de Cercetare si Interventie Socială*, 48, 95-108. <https://www.rcis.ro/en/current-issue/2153-stress-resilience-and-life-satisfaction-in-college-students.html>

Articles in ISI proceedings

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
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.
3. **Cazan, A. M.** (2015). Learning motivation, engagement and burnout among university students. *Procedia - Social and Behavioral Sciences*, 187, 413–417.
4. **Cazan, A. M.**, & Cliniciu, A.I. (2015). Psychometric Evaluation of the Short Version of the Defense Style Questionnaire on a Romanian Non-clinical Sample. *Procedia - Social and Behavioral Sciences*, 187, 408–412.
5. **Cazan, A. M.**, & Nastasa, L. E. (2015). Emotional intelligence, satisfaction with life and burnout among university students. *Procedia - Social and Behavioral Sciences*, 180(5), 1574–1578.
6. Ogrutan, P., **Cazan, A. M.**, & Aciu, L. E. (2014). *Enhancing learner involvement in the academic subject of Electromagnetic Compatibility*. IEEE: Optimization of Electrical and Electronic Equipment (OPTIM), 2014 International Conference, 892-897.
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*, 3, 90-95. Bucharest: "Carol I" National Defence University.
8. **Cazan, A. M.**, & Indreica, E-S. (2014). Traditional assessment of learning versus online assessment. *The International Scientific Conference Elearning and Software for Education* 3, 96-101. Bucharest: "Carol I" National Defence University.
9. **Cazan, A. M.** (2014). Academic resilience and academic adjustment for the first-year university students. In M. Tomita & S.Cace (Eds.), *The Second World Congress on Resilience: From Person to Society* May 8-10, 2014 - Timișoara (Romania) (pp. 321-327). Bologna: Medimond.
10. **Cazan, A. M.** (2013). Teaching self-regulated learning strategies for psychology students. *Procedia - Social and Behavioral Sciences*, 78, 743-747.

11. **Cazan, A. M.** (2013). Validity of the Discipline Focused Epistemological Beliefs Questionnaire (DFEBQ) on a Romanian sample. *Procedia - Social and Behavioral Sciences*, 78, 713-714.
12. Năstasă, L. E., & **Cazan, A. M.** (2013). Personal and professional development of beginner psychologists. *Procedia - Social and Behavioral Sciences*, 84(9), 781-785
13. Luca, M. R., **Cazan, A. M.**, & Tomulescu, D. (2013) Entrepreneurial personality in higher education. *Procedia - Social and Behavioral Sciences*, 84(9), 1045-1049.
14. **Cazan, A. M.** (2012). Self-regulated learning strategies – predictors of academic adjustment. *Procedia - Social and Behavioral Sciences*, 33, 104-108.
15. **Cazan, A. M.** (2012). Enhancing self-regulated learning by learning journals. *Procedia - Social and Behavioral Sciences*, 33, 413-417.
16. Luca, M.R., **Cazan, A. M.**, & Tomulescu, D. (2012). To be or not to be an entrepreneur. *Procedia-Social and Behavioral Sciences*, 33, 173-177.
17. **Cazan, A. M.**, & Indreica, S.-E. (2011). Students' attitude towards E-learning and distance learning courses. *Proceedings of the 7th International Scientific Conference eLearning and Software for education Bucharest, April 28-29, 2011*. București: Editura Universitară, 398-404.
18. Indreica, S. E, **Cazan, A. M.**, & Truța, C. (2011). Effects of learning styles and time management on academic achievement. *Procedia – Social and Behavioral Sciences*, 30, 1096-1102.
19. Luca, M. R. & **Cazan, A. M.** (2011). Involvement in entrepreneurial training and personality. *Procedia – Social and Behavioral Sciences*, 30, 1251-1256.
20. **Cazan, A. M.**, & Indreica, S. E. (2009). Student's motivation and self-regulated learning in a knowledge based society. În *The 15th International Conference The Knowledge-Based Organization* (pp. 109-114) Sibiu: Editura Academiei Forțelor Terestre "Nicolae Bălcescu".

Articles indexed in international databases

1. Cazan, A. M. (2020). The digitalization of working life: Challenges and opportunities. *Psihologia Resurselor Umane*, 18(1), 3-6.
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. *Romanian Journal of Applied Psychology*, 21(1), 3-10.
3. **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.
4. Grigorescu, S., **Cazan, A. M.**, Grigorescu, O.D., & Rogozea, L. M.. (2018). Assessing professional burnout among hospital nurses using the Copenhagen Burnout Inventory. *Acta Medica Transilvanica*, 23(4), 6-9.
5. **Cazan, A. M.** & Stan, M.M. (2018). Learning patterns and self-regulation in higher education: A Romanian study. *Journal Plus Education*, XXI(Special Issue), 77-84.
6. **Cazan, A. M.** (2017). Validity of the Motivated Strategies for Learning Questionnaire on a Romanian sample. *Revista de psihologie*, 63(3), 151-162.
7. Yeoh, M. P., **Cazan, A. M.**, Zaib, S., Muss, W., & Jacic, L. A. (2017). Ethical and predatory publishing: experiences and perceptions of researchers. *Bulletin of the Transilvania University of Brașov Series VII: Social Sciences Law* 10 (59), 2, 55-66.
8. **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.

9. http://webbut.unitbv.ro/bulletin/Series%20VII/CPPETT/06_Cazan%20&%20Iacob.pdf
10. Pavalache-Ilie, M., & **Cazan, A. M.** (2016). Measuring ecological attitudes in a Romanian context. *Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law*, 9(58), 2, 197-204.
11. 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. *Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law*, 9(58), 2, 25-30.
12. 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. *Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law*, 9(58), 2, 85-90.
13. 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. *Psihologia Resurselor Umane*, 14(2), 122-135.
14. **Cazan, A. M.** (2016). Almost Perfect Scale - Validity of a perfectionism scale on a Romanian university sample. *Romanian Journal of Experimental Applied Psychology*, 7(1), 367-371.
15. **Cazan, A. M.** (2016). The factor structure of the Short Need for Cognition Scale. *Bulletin of the Transilvania University of Brasov. Series VII. Social Sciences. Law*, 9(58), 1, 19-28.
16. **Cazan, A. M.**, & Dumitrescu, S. (2016). Exploring the relationship between adolescent resilience, self-perception and locus of control. *Romanian Journal of Experimental Applied Psychology*, 7(1), 283-286.
17. Indreica, S.-E., & **Cazan, A. M.** (2016). Time management, constellation of interests and students' attitude towards e-learning platform. *Educatia 21 Journal*, 14, 32-38.
18. Cocoradă, E., Pavalache, M., Luca, M., & **Cazan, A. M.**, & Truta, C. (2015). Work satisfaction and teaching style with Romanian teachers. *Bulletin of the Transilvania University of Brașov, Series VII: Social Sciences, Law*, 9 (58), 17-30.
19. **Cazan, A. M.**, & Stan, M. M. (2015). Self-directed learning and academic adjustment at Romanian students. *Romanian Journal of Experimental Applied Psychology*, 6(1), 10-20.
20. **Cazan, A. M.** (2014). The Romanian version of the Satisfaction with Life Scale. *Romanian Journal of Experimental Applied Psychology*, 5(1), 42-47.
21. **Cazan, A. M.**, & Indreica, E. S. (2014). Need for cognition and approaches to learning among university students. *Procedia - Social and Behavioral Sciences*, 127, 134-138.
22. **Cazan, A. M.**, & Șchiopca, B. A. (2014). Self-directed learning, personality traits and academic achievement. *Procedia - Social and Behavioral Sciences*, 127, 640-644.
23. Clinciu, A. I., & **Cazan, A. M.** (2014). Academic Adjustment Questionnaire for the university students. *Procedia - Social and Behavioral Sciences*, 127, 655-660.
24. Indreica, E-S., & **Cazan, A. M.** (2013). Graphic exercise used as an active break in time management (intellectual training). *Review of the Air Force Academy*, 11, 2(24), 87-92.
25. **Cazan, A.M.** (2012). Assessing self-regulated learning: Qualitative vs quantitative research methods. *Proceedings of the 14th International Conference of Scientific*

Papers "Scientific research and education in the Air Force"- AFASES 2012. Association for Research and Education.

26. **Cazan, A. M.** (2012). New directions in experimental applied psychology. Roumanian Journal of Experimental Applied Psychology, 3(2), 1-3.
27. Cocoradă, E., & **Cazan, A. M.** (2011). The development of moral judgement during childhood and pre-adolescence in the Romanian setting. Bulletin of the Transilvania University of Brasov. Seies VII. Social Sciences. Law, 4(53), 49-61.
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