

Instituția de învățământ superior:

Facultatea:

Domeniul de licență:

Programul de studii de licență:

Perioada evaluării:

TABEL PRIVIND INDEPLINIREA INDICATORULUI
Activitatea științifică în domeniul disciplinelor

„Cadrele didactice titulare* au pregătirea inițială, sunt doctori / doctoranzi și cercetează în domeniul în care se includ disciplinele din postul ocupat.”

Nr. crt.	Gradul didactic, numele și prenumele titularului vârsta / vechimea în învățământul superior	Disciplinele din cadrul programului de studii incluse în postul didactic și tipul activității desfășurate (curs, seminar, lucrări, proiect)	Competența cadrului didactic titular în disciplinele din postul didactic			Constatări privind îndeplinirea indicatorului conform Anexei 4.1
			Universitatea/ facultatea/ specializarea absolvită	Specializarea la masterat/ doctorat	Numărul de cărți, numărul de lucrări științifice, numărul de brevete în domeniul disciplinelor din postul didactic (conform Anexelor 4.1.)	
0	1	2	3	4	5	6
1.	Conf. dr. psih. Ionut-Dorin Stanciu 51 / 22	Psihopedagogia Adolescenților, Tinerilor și Adulților	Universitatea Politehnica / Facultatea Departamentul de Științe Inginerești / Mecanica Universitatea Babeș- Bolyai din Cluj / Facultatea de Psihologie și Științe ale Educației / Psihologie	Doctorat în Științele Educației Doctorat în Psihologie	2 teze (A); 8 cărți și capitole (B); 21 articole de jurnal (C1); 18 lucrări de conferință (C2); 0 lucrări neindexate (D); 0 brevete (E)	Îndeplinit

* Din statul de funcții cumulativ al tuturor disciplinelor și tuturor activităților didactice desfășurate în cadrul programului de studii evaluat.

Persoana de contact

A N E X A 4 . 1

Nume Prenume: Stanciu Ionut-Dorin

Gradul didactic: conferentiar dr.

Instituția unde este titular: Universitatea Tehnica din Cluj-Napoca

Facultatea: -

Departamentul: Departamentul de Specialitate cu Profil Psihopedagogic

L I S T A**lucrărilor științifice în domeniul disciplinelor din postul didactic****A. Teza de doctorat**

Stanciu, D. (2017). *Applying technology acceptance modeling to social networking. A psychosocial extension and partial validation of existing theories* [PhD thesis]. Babes-Bolyai University, Cluj Napoca.

Stanciu, I. D. (2012). *Raționalitate și control în învățarea autoreglată a studenților [rationality and control in students' self-regulated learning. Conceptual modeling and experimental validation interventions]* [PhD thesis]. Babes-Bolyai University, Cluj Napoca.

B. Cărți si capitole în cărți publicate în ultimii 10 ani

Stanciu, D. (2020). *Applying technology acceptance modeling to social networking: A psychosocial extension and partial validation of existing theories*. Presa Universitară Clujeană.
<http://www.editura.ubbcluj.ro/www/ro/book2.php?id=2608>

C. Lucrări indexate ISI/BDI publicate în ultimii 10 ani**Articole de jurnal**

Nistor, N., Artmann, B., Isik, D., Neziri, N., & Stanciu, D. (2025). Knowledge types and cognitive processing modes associated with online news credibility assessment: An interview study. *Computers in Human Behavior*, 172, 108721. <https://doi.org/10.1016/j.chb.2025.108721>

Stanciu, I. D., Hernández-García, Á., Conde, M. Á., & Nistor, N. (2025). Decoding a decade. Trends and evolution in learning analytics: A comprehensive synthesis. *Computers in Human Behavior*, 165(108526), 108526. <https://doi.org/10.1016/j.chb.2024.108526>

Stanciu, I. D., & Nistor, N. (2025). Doctoral capstone theories as indicators of university rankings: Insights from a machine learning approach. *Computers in Human Behavior*, 164, 108504. <https://doi.org/10.1016/j.chb.2024.108504>

Stanciu, D., & Calugar, A. (2022). What is irrational in fearing to miss out on being online. An application of the I-PACE model regarding the role of maladaptive cognitions in problematic internet use. *Computers in Human Behavior*, 135, 107365. <https://doi.org/10.1016/j.chb.2022.107365>

- Stanciu, D., & Chis, A. (2021). A study of cyberstander reactions under community-related influence: When gender complicates matters. *Computers in Human Behavior*, 115, 106589. <https://doi.org/10.1016/j.chb.2020.106589>
- González Bravo, L., Fernández Sagredo, M., Torres Martínez, P., Barrios Penna, C., Fonseca Molina, J., Stanciu, I. D., & Nistor, N. (2020). Psychometric analysis of a measure of acceptance of new technologies (UTAUT), applied to the use of haptic virtual simulators in dental students. *European Journal of Dental Education*, 24(4), 706–714. <https://doi.org/10.1111/eje.12559>
- González-Bravo, L., Stanciu, D., Nistor, N., Castro, B., Puentes, G., & Valdivia, M. (2020). Perceptions about accreditation and quality management in Higher Education. Development of a Spanish-language questionnaire with a sample of academics from a private university. *Calidad En La Educación*, 53, 321–363. <https://doi.org/10.31619/caledu.n53.860>
- Nistor, N., Stanciu, D., Lerche, T., & Kiel, E. (2019). “I am fine with any technology, as long as it doesn’t make trouble, so that I can concentrate on my study”: A case study of university students’ attitude strength related to educational technology acceptance. *British Journal of Educational Technology*, 50(5), 2557–2571. <https://doi.org/gghhq8>
- Vigu, A., & Stanciu, D. (2019). When the fear of dentist is relevant for more than one’s oral health. A structural equation model of dental fear, self-esteem, oral-health-related well-being, and general well-being. *Patient Preference and Adherence*, 13, 1229–1240. <https://doi.org/gj8nz5>
- Vigu, A., Stanciu, D., Lotrean, L. M., & Campian, R. S. (2018). Complex interrelations between self-reported oral health attitudes and behaviors, the oral health status, and oral health-related quality of life. *Patient Preference and Adherence, Volume 12*, 539–549. <https://doi.org/10.2147/PPA.S159621>
- Vigu, A., Stanciu, D., Sava, S., Labunet, A., Burde, A. V., Dascalu, M. L., & Campian, R. S. (2018). Oral health related attitudes and behavior correlated with gender. An item-level analysis using the Hiroshima University Dental Behavior Inventory. *Human & Veterinary Medicine International Journal of the Bioflux Society*, 10(2), 51–55. <https://www.proquest.com/openview/5fdebb81d9c0994368c50af843f03da3>
- Nistor, N., & Stanciu, I.-D. (2017). “Being sexy” and the labor market: Self-objectification in job search related social networks. *Computers in Human Behavior*, 69, 43–53. <https://doi.org/10.1016/j.chb.2016.12.005>

Lucrari de conferinta (cu peer review)

- Jiang, S., Nistor, N., & Stanciu, D. (2023). Higher education from a Learning Analytics perspective: An exploration of the theory choice in doctoral educational research. In F. J. García-Peñalvo & A. García-Holgado (Eds.), *Proceedings TEEM 2022: Tenth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 1190–1198). Springer Nature Singapore. https://doi.org/10.1007/978-981-99-0942-1_125
- Mocanu, I., Cramariuc, O., & Stanciu, D. I. (2023). An intelligent application for improving health conditions through gamification. *2023 24th International Conference on Control Systems and Computer Science (CSCS)*, 460–466. <https://doi.org/10.1109/cscs59211.2023.00078>
- Stanciu, I. D., Cramariuc, O. T., & Mocanu, I. G. (2023). Types of affordances and their role in quantitative UX/UI research. A scoping review of affordances-focused literature. *17th International Conference on e-Learning and Digital Learning*, 83–91. https://doi.org/10.33965/el_ste2023_2023031011
- Stanciu, I.-D., & Ciascai, L. (2023). Predicting drop-out intentions from students’ perceptions of academic feedback and procrastination tendencies. ‘Can personalized feedback sometimes be too much of a good thing’? *Proceedings of the ELDL 2023 + STE 2023*, 137–145. https://doi.org/10.33965/el_ste2023_2023031018
- Stanciu, I.-D., & Ciascai, L. (2023). ‘They don’t always tell me what I need to hear’. An exploratory analysis and comparison of expected vs perceived teacher-provided academic feedback. *Proceedings of*

the 19th eLearning and Software for Education Conference. <https://doi.org/10.12753/2066-026X-23-069>

Stanciu, I.-D., Maier, M. L., & Cobarzan, N. (2023). "I need your help to stay in school": The role of personal and institutional factors in the intention to drop out. *EDULEARN23 Proceedings*, 5500–5510. <https://doi.org/10.21125/edulearn.2023.1446>

Nastac, D. I., Arsene, O., Dragoi, M., Stanciu, I. D., & Mocanu, I. (2019). An AAL scenario involving automatic data collection and robotic manipulation. *3rd IET International Conference on Technologies for Active and Assisted Living (TechAAL 2019)*, 8 (6 pp.)–8 (6 pp.). <https://doi.org/10.1049/cp.2019.0105>

Bruner-Timmons, J., Nistor, N., & Stanciu, I. D. (2018). Rethinking tpack in the digital age: Non-linear relationships between learning by design, teachers' technology-related knowledge and technology integration in the classroom. In J. Kay. & K. Lukin (Eds.), *Proceedings of International Conference of the Learning Sciences, ICLS* (pp. 1553–1554). International Society of the Learning Sciences. <https://repository.isls.org/bitstream/1/729/1/389.pdf>

Stanciu, D. (2017). Age differences and preferences in online behavior. How ageing and digital connectedness are reflected in current research regarding the use of social media. *The 13th eLearning and Software for Education Conference - eLSE 2017*, 624–631. <https://doi.org/10.12753/2066-026X-17-173>

Stanciu, I.-D. (2017). Are current models of technology acceptance explanatory enough? An analysis of potentially underexploited psychological correlates of technology acceptance. *The 13th eLearning and Software for Education Conference - eLSE 2017*, 616–623. <https://doi.org/10.12753/2066-026X-17-172>

D. Lucrări publicate în ultimii 10 anii în reviste și volume de conferințe cu referenți (neindexate)

nu este cazul

E. Brevete obținute în întreaga activitate

nu este cazul

Data:

Semnătura: