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**DEPARTAMENTUL ȘCOLII DOCTORALE**

## **Domeniul Psihologie**

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Domenii și tematici de cercetare:

### **1. Antecedente și consecințe ale optimismului nerealist**

*(Antecedents and consequences of unrealistic optimism)*

- Angie, A. D., Connelly, S., Waples, E. P., & Kligyte, V. (2011). The influence of discrete emotions on judgment and decision-making: A meta-analytic review. *Cognition and Emotion*, 15, 1–30.
- Forgas, J. (2013). Don't worry, be sad! On the cognitive, motivational, and interpersonal benefits of negative mood. *Current Directions in Psychological Science*, 22(3), 225–232.
- Harris, A. J. L., & Hahn, U. (2011). Unrealistic optimism about future life events: A cautionary note. *Psychological Review*, 118, 135–154.
- Holmes, E. A., Blackwell, S. E., Heyes, S. B., Renner, F., & Raes, F. (2016). Mental imagery in depression: phenomenology, potential mechanisms, and treatment implications. *Annual review of clinical psychology*, 12, 249-280.
- Moore, D. A., & Healy, P. J. (2008). The trouble with overconfidence. *Psychological review*, 115(2), 502-517.
- Rasmussen, H. N., Scheier, M. F., & Greenhouse, J. B. (2009). Optimism and physical health: A metaanalytic review. *Annals of Behavioral Medicine*, 37, 239–256.
- Schacter, D. L., Addis, D. R., & Buckner, R. L. (2007). Remembering the past to imagine the future: the prospective brain. *Nature Reviews Neuroscience*, 8(9), 657-661.
- Shepperd, J. A., Klein, W. M. P., Waters, E. A., & Weinstein, N. D. (2013). Taking stock of unrealistic optimism. *Perspectives on Psychological Science*, 8(4), 395–411.
- Slovic, P., & Peters, E. (2006). Risk perception and affect. *Current Directions in Psychological Science*, 15(6), 322–325.

### **2. Perceperea timpului și dezvoltare emoțională și cognitivă**

*(Time perspective and emotional and cognitive adjustment)*

- Andre, L, van Vianen A.E.M., Peetsma, T.T.D., Oort, F.J. (2018). Motivational power of future time perspective: Meta-analyses in education, work, and health. *PLoS ONE*, 13(1). 190
- Carvalho, R. G. G. (2015). Future time perspective as a predictor of adolescents' adaptive behavior in school. *School Psychology International*, 36(5), 482-497. doi:10.1177/0143034315601167
- Henry, H., Zacher, H., & Desmette, D. (2017). Future time perspective in the work context: a systematic review of quantitative studies. *Frontiers in Psychology*, 8, 413. doi: 10.3389/fpsyg.2017.00413

- Laureiro-Martinez, D., Trujillo, C. A., & Unda, J. (2017). Time perspective and age: A review of age associated differences. *Frontiers in Psychology*, 8, 101. doi.org/10.3389/fpsyg.2017.00101.
- Mello, Z. R., Worrell, F. C. (2015). The Past, the Present, and the Future: A Conceptual Model of Time Perspective in Adolescence. In M. Stolarski, N. Fieulaine, & W. van Beek (Eds.), *Time perspective theory; review, research and application* (pp. 99-113). Switzerland: Springer.

### 3. Reziliență în context educațional

(Resilience in educational context)

- Doll, B. (2013). Enhancing Resilience in Classrooms. In S. Goldstein and R.B. Brooks. *Handbook of Resilience in Children. Second Edition* (pp. 399-410). New York: Springer Science+Business Media.
- Goldstein, S. & Brooks, R. B.(2013). Why Study Resilience?. In S. Goldstein and R.B. Brooks. *Handbook of Resilience in Children. Second Edition* (pp. 3-14). New York: Springer Science+Business Media.
- Huang, C. (2015). Academic achievement and subsequent depression: A meta-analysis of longitudinal studies. *Journal of Child and Family Studies*, 24(2), 434-442. doi.10.1007/s10826-013-9855-6
- Masten, A. S. (2018). Resilience Theory and Research on Children and Families: Past, Present, and Promise. *Journal of Family Theory & Review* 10, 12-31. doi:10.1111/jftr.12255
- Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20.
- Naglieri, J.A., LeBuffe, P. A. & Ross, K. M. (2013). Measuring Resilience in Children: From Theory to Practice. In S. Goldstein and R.B. Brooks (Eds). *Handbook of Resilience in Children. Second Edition* (pp. 241-260). New York: Springer Science+Business Media.
- Rinaldi, C. M., & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. *Early Childhood Research Quarterly*, 27(2), 266-273
- Rueger, S. Y., Malecki, C. K., Pyun, Y., Aycok, C., & Coyle, S. (2016). A Meta-Analytic Review of the Association Between Perceived Social Support and Depression in Childhood and Adolescence. *Psychological Bulletin*. Advance online publication. <http://dx.doi.org/10.1037/bul0000058>

### 4. Credințe motivaționale, stare de bine și adaptare școlară

(Motivational beliefs, subjective wellbeing and school adjustment)

- Honick, T., & Broadbent, J. (2016). The relation of academic self-efficacy to university student academic performance: A Systematic Review. *Educational Research Review*, 17, 63-84. doi:10.1016/j.edurev.2015.11.002
- Huang, C. (2016). Achievement goals and self-efficacy: A meta-analysis. *Educational Research Review*, 19, 119-137. doi.10.1016/j.edurev.2016.07.002
- Liem, G. A. D., & Elliot, A. J. (2018). Sociocultural influences on achievement goal adoption and regulation: A goal complex perspective. In Liem, G. A. D., & McInerney, D. M. (Eds.), *Big theories revisited* (pp. 41-67). Charlotte, NC: Information Age Publishing.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York, NY, US: Guilford Press.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology*, 25(1), 68-81. doi:10.1006/ceps.1999.1015
- Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R. W., & Davis-Kean, P. (2006). Development of achievement motivation. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Social, emotional, and personality development* (pp. 933-1002). Hoboken, NJ: John Wiley. doi:10.1002/9780470147658.chpsy0315
- Wirthwein, L., Sparfeldt, J. R., Pinquart, M., Wegerer, J., & Steinmayr, R. (2013). Achievement goals and academic achievement: A closer look at moderating factors. *Educational Research Review*, 10, 66-89. doi:10.1016/j.edurev.2013.07.001

## 5. Relația părinte-copil și funcționare psiho-socială

(Parenting and psycho-social functioning)

- Khaleque, A., & Rohner, R. P. (2002). Perceived parental acceptance-rejection and psychological adjustment: A meta-analysis of cross-cultural and intracultural studies. *Journal of Marriage and Family*, 64(1), 54-64. <https://doi.org/10.1111/j.1741-3737.2002.00054.x>
- Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement in children and adolescents: A Meta-analysis. *Educational Psychology Review*, 28, 3, 475-493. doi: 10.1007/s10648-015-9338-y
- Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology*, 53(5), 873-932. doi: 10.1037/dev0000295
- Schapiro, N. A., Kools, S. M., Weiss, S. J., & Brindis, C. D. (2013). Separation and reunification: The experiences of adolescents living in transnational families. *Current Problems in Pediatric and Adolescent Health Care*, 43(3), 48-68. <http://doi.org/10.1016/j.cppeds.2012.12.001>.
- Spera, C. (2005). A Review of the Relationship Among Parenting Practices, Parenting Styles, and Adolescent School Achievement. *Educational Psychology Review*, 17(2), 125-146. doi: 10.1007/s10648-005-3950-1
- Vasquez, A. C., Patall, E. A., Fong, C. J., Corrigan, A. S., & Pine, L. (2016). Parent autonomy support, academic achievement, and psychosocial functioning: A meta-analysis of research. *Educational Psychology Review*, 28(3), 605–644. doi:10.1007/s10648-015-9329-z
- Yap, M. B. H., Pilkington, P. D., Ryan, S.M., & Jorm, A.F. (2014). Parental factors associated with depression and anxiety in young people: A systematic review and meta-analysis. *Journal of Affective Disorders*, 156, 8-23. doi: 10.1016/j.jad.2013.11.007.

## 6. Climat școlar și adaptare emoțională și școlară

(School climate and emotional and school adjustment)

- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. *Handbook of child psychology*. In W. Damon and R. M. Lerner (Eds.), *Handbook of child psychology, Vol 1, Theoretical models of human development* (6th ed.) (pp. 793–828). Hoboken, NJ: Wiley.
- Chu, P. S., Saucier, D. A., & Hafner, E. (2010). Meta-Analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29, 624–645. <http://dx.doi.org/10.1521/jscp.2010.29.6.624>
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- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529. doi:10.3102/0034654311421793
- Wigfield, A., Eccles, J. S., Fredricks, J.A., Simpkins, S., Roeser, R.W., & Schiefele, U. (2015). Development of achievement motivation and engagement. In M.E. Lamb & R.M. Lerner (Eds.), *Handbook of child psychology and developmental science: Socioemotional processes* (pp. 657-700). Hoboken, NJ, US: John Wiley & Sons Inc.