

Lista de lucrări în domeniul de studii universitare de licență psihologie*

NUMELE ȘI PRENUMELE: Zsigmond István

II. LISTA COMPLETĂ DE PUBLICAȚII, CREAȚII, INVENȚII

A. Teza de doctorat.

Strategii metacognitive în domeniul citirii: componente și evaluarea lor. Universitatea Eötvös Loránd, Budapesta. 2005

Publicat în:

Zsigmond I., *Metakognitív stratégiák* (Strategii metacognitive, în magh.). Ed. Scientia, Cluj Napoca., 2008, 136 pag. ISBN 978-973-1970-02-8.

B. Cărți publicate

B1. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate la edituri recunoscute în străinătate.

B2. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate în țară, la edituri recunoscute CNCIS.

2025

Zsigmond, I. (2025b). A kommunikáció pszichológiája. Egyetemi jegyzet. Presa Universitara Clujeana. (Ebook, ISBN 978-606-37-2528-9)

2009

Zsigmond I., Porsche, É., *Olvasási stratégiák* (Strategii de citire, în magh.), Ed. Pro-Print, Miercurea Ciuc, 2009, 158 pag. ISBN 978-973-8468-99-3.

2008

Zsigmond I., *Az értő olvasás fejlesztése* (Dezvoltarea citirii conștiente, în magh.), Ed Abel, Cluj Napoca, 2008, 168 pag. ISBN 978-973-114-077-3.

Zsigmond I., *Metakognitív stratégiák* (Strategii metacognitive, în magh.). Ed. Scientia, Cluj Napoca., 2008, 136 pag. ISBN 978-973-1970-02-8. CEEOL

B3. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate la alte edituri sau pe plan local.

2018

Psihologia comunicării - suport de curs publicat în format electronic ISBN 978-973-0-26612-6.

<http://kommunikacio.ro/kommunikaciopsichologia>

Promovare online - suport de curs publicat în format electronic ISBN 978-973-0-26528-6.

<http://kommunikacio.ro/online-promovalas>

2009

Zsigmond I., Kádár, A., Porsche, É., *Az értő olvasás és szövegírás fejlesztése. Módszertani útmutató.* (Dezvoltarea citirii și scrierii conștiente. Ghid Metodologic, în magh.), 48 pag. ISBN 978-973-0-07171-9.

B4. Cărți (manuale, monografii, tratate, îndrumare etc.) publicate pe web.

2025

Zsigmond, I. (Ed.). (2025). Critical thinking in the information society. A guide for classroom activities. Presa Universitară Clujeană. <http://www.editura.ubbcluj.ro/bd/ebooks/pdf/4575.pdf>.

B5. Capitole de cărți publicate în străinătate

2025

Metallidou, P., Zsigmond, I., Bubnys, R., & Aleksieva, M. (2025). Using Flipped Classroom to Teach Media Literacy through Critical Thinking in Higher Education. In V. Chiou, L. Geunis, O. Holz, N. O. Ertürk, J. Ratkowska-Pasikowska, & F. Shelton (Eds.), *Research and Evidence-based Perspectives in Education: Diverse Discourse, Connected Conversations* (Vol. 4, pp. 453-462). Waxmann.

2020

Zsigmond István, Sági Norberta, Fekete Klaudia, Szabó Eszter, Markó Maura (2020). Ürög. In Berta, Zoltán, Hágén, Ádám (Ed.). Szerémség Kollégium. Editura Antológia (175-186).

Zsigmond István, Sági Norberta, Fekete Klaudia, Szabó Eszter, Markó Maura (2020). Pétervárad. In Berta, Zoltán, Hágén, Ádám (Ed.). Szerémség Kollégium. Editura Antológia (149-156).

2018

Zsigmond, I., Bánfi, B. Sz., Fülöp, K. B., Ujlaki A., Lokodi E. N., Kisgéres, în Szatmári. M și Szalai, V. (Eds), Felső-Bodroghöz Kollégium (111-120). Editura Antológia, Lakitelek, Ungaria. ISBN 978-615-5862-15-1.

Zsigmond, I., Bánfi, B. Sz., Fülöp, K. B., Ujlaki A., Lokodi E. N., Kistárcány, în Szatmári. M și Szalai, V. (Eds), Felső-Bodroghöz Kollégium (121-128). Editura Antológia, Lakitelek, Ungaria. ISBN 978-615-5862-15-1.

Zsigmond, I., Bánfi, B. Sz., Fülöp, K. B., Ujlaki A., Lokodi E. N., Nagygéres, în Szatmári. M și Szalai, V. (Eds), Felső-Bodroghöz Kollégium (135-142). Editura Antológia, Lakitelek, Ungaria. ISBN 978-615-5862-15-1.

2017

Zsigmond, I., Alkonyattól pirkadatig: a kompetenciaközpontú oktatás és a társadalom (De la apus până la răsărit: educația competențelor și societatea, în magh.), în Bakó, R.K și Horváth, G. (Eds), Diskurzusok az alkonyról (103-116). Editura Debreceni Egyetem, Debrecen, Ungaria. ISBN 978-963-318-146-8 (CNCS cat. B.).

B6. Capitole de cărți publicate în țară

2025

Zsigmond, I. (2025). Critical thinking in advertising messages. In I. Zsigmond (Ed.), Critical thinking in the information society. A guide for classroom activities. (pp. 125-130). Presa Universitara Clujeana. <http://www.editura.ubbcluj.ro/bd/ebooks/pdf/4575.pdf>

2019

Zsigmond, I. Kapcsolatépítés digitális eszközök segítségével: korosztálybeli különbségek, in Biró A. Zoltán, Bodó Julianna, Székely Kinga Katalin (Ed.) Család – Iskola – Média. A média hatása a gyermekekre és fiatalokra. Státus Kiadó, Csíkszereda, ISBN 978-606-661-095-7

2017

Zsigmond, I., New media in the Hungarian society – an Introduction. In Zsigmond, I. (Ed.). *New Media and Society. Studies from the Hungarian Environment*. Scientia Publishing House, Cluj Napoca. ISBN 978-606-975-006-3. P. 9-12.

Zsigmond, I., Online és hagyományos zaklatás a csíkszeredai középiskolásoknál. In: Biró A. Zoltán, Bodó Julianna (Ed.) *Internet az iskolában, internet a családban*. Editura Státus, Miercurea Ciuc, 2017. 140-153. ISBN 978-606-661-076-6

2013

Zsigmond, I. (2013). Legyen több eszed: dilemmák és megoldások a pedagógiai munkában (Fii mai deștept: dileme în activitatea pedagogică și rezolvarea acestora, în magh.), în Székely, Gy. (Ed.), *Magiszter. Antológia (2003-2012)*. Ed Abel, Cluj Napoca, 2008, 240 pag. ISBN 977-1583-6436.

C. Lucrări științifice publicate

C1. Lucrări științifice publicate în reviste cotate ISI

2026

Iordanou, K., Metallidou, P., Misailidi, P., Vogazianos, P., Koutselini, M., Papaleontiou-Louca, E., Georgiou, D., **Zsigmond, I.**, Bálint, Á., & Rebelo, P. V. (2026). Teachers' Personal and Teaching Epistemic Practices: A Four-Country Survey and Interview Exploration of Argumentation Implementation. *Higher Education Quarterly*, 80(2), e70106. <https://doi.org/https://doi.org/10.1111/hequ.70106>

2025

Zsigmond, I., Metallidou, P., Misailidi, P., Iordanou, K., & Papaleontiou-Louca, E. (2025). Metacognitive Monitoring in Written Communication: Improving Reflective Practice. *Education Sciences*, 15(3), 299. <https://doi.org/10.3390/educsci15030299>

C2. Lucrări științifice publicate în reviste indexate în baze de date internaționale (indicați și baza de date).

2025

Kovács, B., Ármeán, O., & **Zsigmond, I.** (2025). A kritikai gondolkodás reflektív vetülete. *Me.Dok*, 2025/1, 111-122. (CEEOL, Erih Plus, Index Copernicus)

Mróz, A., Twardosz, N., **Zsigmond, I.**, & Wiatrowska, A. (2025). Critical thinking in teachers' perception: Critical remarks based on research. *Multidisciplinary Journal of School Education*, 14(28), 423-442. 2024 (DOAJ, ERIH PLUS, CEJSH, Google Scholar)

Mróz, A., Twardosz, N., & **Zsigmond, I.** (2024). Myślenie krytyczne w refleksji studentów – przyszlých nauczycieli. *Szkoła - Zawód – Praca* (28), 127-141. <https://doi.org/10.34767/SZP.2024.02.08> (Index Copernicus, DOAJ, EBSCO, Google Scholar)

2023

Bubnys, R., Mróz, A., & **Zsigmond, I.** (2023). Critical thinking as a key competence and the factor of self-development of the modern teacher. *Labor et educatio*.(11), 41-54. doi:10.4467/25439561LE.23.004.19209. CEEOL, DOAJ, ERIH PLUS, ICI Journals Master List, Science Library, EJSH, BazHum, Google Scholar, WorldCat, Index Copernicus

2022

Krizbai, T., **Zsigmond, I.** (2022). The Global Well-Being Study of Szeklerland. *Acta Universitatis Sapientiae, Social Analysis*, Vol. 12, 155-168. (Baidu Scholar, CEEOL - Central and Eastern European Online Library, CNKI Scholar, CNPIEC, Dimensions, DOAJ, EBSCO Discovery Service, Google Scholar, Index Copernicus, J-Gate, JournalTOCs, KESLI-NDSL, Primo Central, ReadCube, TDNet, Ulrich's Periodicals Directory/ulrichsweb, WanFang Data, WorldCat). ISSN 2069 7449

2017

Zsigmond, I., & Portik, T. (2017). Communication Management in Educational Institutions. *Logos Universality Mentality Education Novelty*, Section: Philosophy and Humanistic Sciences, V(2), 27-37. DOI: 10.18662/lumenphs.2017.0502.03 (Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; KVK; WorldCat; CrossRef; CrossCheck; ERIH PLUS; J-Gate). e-ISSN: 2284-5976.

Zsigmond, I., Analogical mapping in creative persons. *Romanian Journal of Experimental Applied Psychology*, vol. 8, special issue 1, 437-440. DOI:10.15303/rjeap.2017.si1.a71 (Ebsco, Index Copernicus, Scipio, ProQuest). ISSN-L: 2286-1831

2015

Zsigmond, I., Writing Strategies for Fostering Reading Comprehension. *Procedia - Social and Behavioral Sciences*, vol. 180, pages 1698-1703. ISI Web of Knowledge, Elsevier Science Direct.

2014

Zsigmond, I., Promoting gender equality in educational settings: the role of Computer Supported Cooperative Learning. *Usak University Journal of Social Sciences*, New Media special issue, winter 2014, page 1-5. (Ebsco), Google Scholar,

2013

Zsigmond, I. Blogging for Learning: A Case Study at Sapientia University. In L. Gomes Chova, A. Lopez Martinez, I. Candel Torres (Eds.) *Edulearn13: 5th International Conference On Education And New Learning Technologies Book Series: Edulearn Proceedings* Pages: 634-640. ISI Web of Knowledge, Elsevier Science Direct.

2001

Zsigmond, I., A feladatmegoldást segítő metakognitív stratégiák (Strategii metacognitive în rezolvarea de probleme, în magh.), *Pszichológia*, vol. 21, no.1, (2001), 37-62. (Web of Science, Psychinfo, Google Scholar)

2000

Zsigmond, I., Csíkos, Cs., Az analógiás gondolkodásról: új eredmények és kutatási tendenciák (Gândirea analogică: rezultate și tendințe de cercetare recente, în magh.), *Magyar Pszichológiai Szemle*, LV, 1 (2000), 63-80. (Ebsco, PsychInfo, Google Scholar)

1999

Zsigmond, I., A Fuzzy elmélet és az információk szelektív dekódolása (Teoria Fuzzy și decodarea selectivă a informațiilor, în magh.). *Pszichológia*, vol. 19, no. 4, (1999), 381-415. (Web of Science, Psychinfo, Google Scholar)

C3. Lucrări științifice publicate în reviste din străinătate (altele decât cele menționate anterior).

2020

Zsigmond, I., Online reklámok: Tartalmi sajátosságok és hatásuk a fogyasztókra. *Gradus*, 7 (1) 177-184.

Szabó, Á., **Zsigmond, I.**, Krizbai, T. , A boldogságkutatások mikro és makrogazdasági vonatkozásai. *Dunakavics VIII/2*, 25-37.

2005

Zsigmond, I., Legyen több eszed: dilemmák és megoldások a pedagógiai munkában (Fii mai deștept: dileme în activitatea pedagogică și rezolvarea acestora, în magh.). *Magiszter*, III/1, (2005), 20-36.

2003

Zsigmond, I., Az oktatáspszichológia kognitív forradalma (Revoluția cognitivă în educație, în magh.), *Új Pedagógiai Szemle*, május (2003), 53, 5, 3-15.

C4. Lucrări științifice publicate în reviste din țară, recunoscute CNCSIS (altele decât cele din baze de date internaționale).

C5. Lucrări științifice publicate în reviste, altele decât cele menționate anterior

1998

Zsigmond, I., Fuzzy-trace theory: Approaching some controversial questions of analogical problem solving (Teoria Fuzzy: abordarea unor întrebări controversate legate de rezolvarea de probleme prin analogie, în engleză.). *Parallaxis*, vol. 1, no. 2, 66-74.

C6. Lucrări științifice publicate în volumele manifestărilor științifice

2024

Zsigmond, I., Ármeán, O., Kovács, B., & Mróz, A. (2024). *Teaching Critical Thinking with Flipped Classroom*. Conference Proceedings: The Future Of Education 2024. Florence, Italy (pp. 507-514). (Google Scholar, Academia.edu). ISBN 979-12-80225-60-3

Bubnys, R., Šapelytė, O., Kazlauskienė, A., **Zsigmond, I.**, Aleksieva, M., & Mróz, A. (2024). Pre-service teachers' personality traits and critical thinking abilities: how we act on social media? ICERI2024 Proceedings (pp 2375-2383) ISBN 8409630109 (Google Scholar, Web of Science)

Kovács, B., Ármeán, O., & **Zsigmond, I.** (2024). The concept and competence of critical thinking. In Bakó Rozália – Horváth Gizella (eds.): DISCOVERY. THE EIGHTH ARGUMENTOR CONFERENCE. Proceedings of the Eighth Argumentor Conference held in Oradea/Nagyvárad, Romania, 5–6 September 2024. Partium Press, Oradea, 77–91. ISSN 2285 – 682X

Ármeán, O., **Zsigmond, I.**, & Kovács, B. (2024). Mediating Media Practices and Critical Thinking. In Sparitis, Ojars (ed.): Proceedings of 11th SWS International Scientific Conference on Social Sciences - ISCSC 2024, Volume 11, Issue 1–2. Publisher: SGEM WORLD SCIENCE (SWS) Scholarly Society, Wien. 2375–2380. DOI 10.35603/sws.iscscs.2024/s10/76 , ISBN 978-3-903438-14-9, ISSN 2682-9959

Zsigmond, I., & Bálint, Á. (2024). Developing metacognition with and action research intervention: results from Hungarian environments. In Sparitis, Ojars (ed.): Proceedings of 11th SWS International Scientific Conference on Social Sciences - ISCSC 2024, Volume 11, Issue 1–2. Publisher: SGEM WORLD SCIENCE (SWS) Scholarly Society, Wien. 2375–2380. DOI 10.35603/sws.iscscs.2024/s10/76 , ISBN 978-3-903438-14-9, ISSN 2682-9959

2023

Zsigmond, I., Vaz Rebelo, P., Tóth-Bakos, A., Papaleontiou-Louca, E., Zecheva, V., Demetriou, C., & Szilágyi, A. (2023). Flipped classroom trends: a survey of college faculty in Europe. In C. Pracana & M. Wang (Eds.), *Psychological Applications and Trends 2023* (pp. 196-200). Lisbon, Portugal: inScience Press. ISBN: 978-989-35106-0-5

Zsigmond, I. (2023). Tükrözött osztályterem a romániai és magyarországi felsőoktatásban. In K. Kéri, K. Józsa, K. Nagy, A. Tóth-Bakos, D. Borbélyová, & T. Mészáros (Eds.), *14th International Conference of J. Selye University. Pedagogical Sections* (pp. 271-280). Komárno, Slovakia: J. Selye University, Komárno, Slovakia. ISBN 978-80-8122-447-8.

2022

Vaz Rebelo, P., Bidarra, G., Alferes, V., Reis, C., Barreira, C., & **Zsigmond, I.**, Flipped Classroom Teacher's Conceptions in Portuguese Higher Education. International Scientific Conference: The Black Sea - Doors and Bridges, Burgas (Bulgaria). ISBN 978-619-253-017-4, pp. 422-427. CEEOL, Google Scholar

Zsigmond, I., Flipped Learning, as a Tool for Collaboration across Countries and Regions. International Scientific Conference: The Black Sea - Doors and Bridges, Burgas (Bulgaria). ISBN 978-619-253-017-4, pp. 441-449. CEEOL, Google Scholar

2021

Vaz-Rebelo, P., Bidarra, G., Alferes, V., Barreira, C., Pessoa, T., & **Zsigmond, I.** Developing flipped methods for teaching: conceptions and practices. In Bento D. Silva; Leandro S. Almeida; Alfonso Barca; Manuel Peralbo; & Regina Alves (Orgs.). Livro do Programa e Resumos das Comunicações do XVI Congresso Internacional Galego-Português de Psicopedagogia. Universidade do Minho. Instituto de Educação. Centro de Investigação em Educação, ISBN 978-989-8525-72-7. p.314

2020

Zsigmond, I., Egészségtudatos kampányok az iskolában: a közösségi média szerepe (Health consciousness campaign in schools: the role of social media). In Devosa, I., Maródi, Á., Búzás, Zs., György, B. International HEART Conference. ISBN 978-615-5817-50-2 P 20-21.

2017

Zsigmond, I., Cyberbullying Prevention: The Role of Cooperative Methods. In Zsigmond, I. (Ed.). New Media and Society. Studies from the Hungarian Environment. Scientia Publishing House, Cluj Napoca. ISBN 978-606-975-006-3. P. 49-64. CEEOL

2016

Zsigmond, I. (2016). Fostering Metacognition in the Elementary School Classroom. In A. Sandu, A. Frunza, T. Ciulei, (Eds.), LUMEN: *Rethinking Social Action. Core Values* (1403-1408). Medimond, Bologna. ISBN 978-88-7587-725-5. ISI Web of Knowledge, Google Scholar,

2015

Özcinar, M., & **Zsigmond, I.** (2015). Digital Capitalism and New Communication Policies in Turkey. In Uslu, F. (Ed.) Proceedings of - 2nd International Conference on Education and Social Sciences (INTCESS'15) (pp. 1456-1459), Istanbul, Turkey. ISBN: 978-605-64453-2-3. Elsevier Science Direct, ISI Web of Knowledge.

2014

Zsigmond, I. Új média és pedagógia: az oktatás kihívásai. In Gagyi, J., Imre, A. (2014). *Új média-terek: konferencia* (2010 március 5-6, Târgu Mureș). Cluj-Napoca, Scientia. ISBN 978-973-1970-67-7. p. 133-142.

2009

Zsigmond I., Role of Conditional Knowledge in Conscious Reading: The Integrating Model of Metacognition. In M. L. Dionísio; J. A. Brandão de Carvalho e R. V. Castro (Eds.), *Discovering Worlds of Literacy. Proceedings of the 16th European Conference on Reading and 1st Ibero-American Forum on Literacies*. Braga: Littera/CIED. 1, ISBN 978-989-96548-0.

2003

Zsigmond, I., A Metakogníció Integratív Modellje (Modelul Integrativ a Metacogniției, în magh.), In Veres Valér (ed.). *Rodosz-tanulmányok 2002, IV: Társadalom- és humán tudományok*. Editura Kriterion, Kolozsvár, 169-176.

2002

Zsigmond, I., Reformok az oktatáspszichológiában: a kognitív tudomány szerepe (Reforme în psihologia educației: rolul științelor cognitive, în magh.), In Veres Valér és Gyarmati Zsolt (eds.), *Rodosz-tanulmányok 2001, III: Társadalom- és humán tudományok*, Editura. Kriterion, Kolozsvár, 37-45.

D. Traduceri de cărți, capitole de cărți, alte lucrări științifice

E. Editare, coordonare de volume

2017

Zsigmond, I., (Ed.) *New Media and Society: Studies from the Hungarian Environment*. Scientia Publishing House, Cluj Napoca. ISBN 978-606-975-006-3. CEEOL

2007

Csíkos, Cs., Molnár, É., Tarkó, K., **Zsigmond, I.** A metakogníció iskolai fejlesztésének alapjai. Munkabeszámoló. OTKA.REAL. Az MTA könyvtárának repozitóriuma.

F. Brevete de invenții și alte titluri de proprietate

G. Contracte de cercetare (menționați calitatea de director sau membru)

Crt	Denumirea temei	Finanțator	An	RON (Inst.)	Calitatea pers.	Realizări
1.	Bursă de doctorat	Ministerul Educației din Ungaria	1997-2000	9900	Director	Prezentări conferințe: 4 Teză de doctorat publicat
2.	Bursă de studii postdoctorale	Open Society Institute, Budapesta	2000-2001	4560	Director	Publicații: 2 articole, 1 carte
3.	A metakognitiv fejlesztés alapjai (Bazele dezvoltării metacognitive)	Fundația Arany János, Budapesta	2002	3350	Director	Prezentări conferințe: 1 Publicații: 1 carte

Crt	Denumirea temei	Finanțator	An	RON (Inst.)	Calitatea pers.	Realizări
4.	Kisiskolások olvasásmegértését fejlesztő módszer kidolgozása és tesztelése (Elaborarea și testarea unei metode de dezvoltare a abilităților metacognitive a elevilor din clasele elementare)	Fundația Arany János, Budapesta	2003	4800	Director	Prezentări conferințe: 1 Publicații: 1 carte
5.	Metakognitiv fejlesztőmódszer kidolgozása (Elaborarea unui plan de dezvoltare a abilităților metacognitive)	Domus Hungarica, Budapesta	2003	2594	Director	Prezentări conferințe: 1 Publicații: : 1 carte
6.	Elemi iskolások metakognitiv képességeinek fejlesztése (Dezvoltarea abilităților metacognitive în clasele elementare)	Fundația de Modernizare a Educației (Közoktatási Modernizációs Közalapítvány), Budapesta	2003	12688	Director	Prezentări conferințe: 1 Publicații: : 1 carte
7.	Szövegmegértés fejlesztése elemi osztályokban (Facilitarea înțelegerii textelor în învățământul primar)	Fundația Arany János, Budapesta	2004	3300	Director	Prezentări conferințe: 1 Publicații: : 1 carte
8.	Olvasásmegértés fejlesztése tantervi keretekben (Dezvoltarea citirii conștiente în cadrul programei școlare)	Domus Hungarica, Budapesta	2004	2145	Director	Prezentări conferințe: 1 Publicații: 1 carte
9.	Olvasásmegértés fejlesztése – gyakorlati eljárások (Dezvoltarea citirii conștiente – metode practice) -	Ministerul Educației din Ungaria	2004	990	Director	Prezentări conferințe: 1 Publicații: 1 ghid metodologic
10.	Metakognitiv stratégiák ismerete és használata harmadik és negyedik osztályos tanulónál (Cunoașterea și utilizarea strategiilor metacognitive la elevii din clasele a 3-a și a 4-a)	Fundația Soros, Miercurea Ciuc	2005	725	Director	Prezentări conferințe: 1 Publicații: 1 articol
11.	Modern pedagógiai módszerek (olvasásmegértés, érzelmi nevelés, személyiségfejlesztő) kidolgozása a III. osztályos olvasás tankönyvhöz és tantervhez kapcsolva. (Elaborarea unor metode pedagogice moderne – citirea conștientă, dezvoltare emoțională, dezvoltarea personalității – încadrat în programa școlară a clasei a 3-a)	Domus Hungarica, Budapesta	2005	1155	Director	Prezentări conferințe: 1 Publicații: 1 articol

Crt	Denumirea temei	Finanțator	An	RON (Inst.)	Calitatea pers.	Realizări
12.	Olvasásmegértési fejlesztőprogram kidolgozása 3.-4. osztályosok számára (Elaborarea unei programe de dezvoltare a citirii conștiente pentru elevii din clasele 3 și 4).	Ministerul Educației din Ungaria	2005	990	Director	Prezentări conferințe: 1 Publicații: 1 carte
13.	A metakogníció iskolai fejlesztésének alapjai (Bazele dezvoltării abilităților metacognitive în cadrul educației școlare) - membru	Országos Tudományos Kutatási Alapprogramok (Programe naționale fundamentale de cercetări științifice) - Ungaria	2002 - 2005	53236	Membru	Prezentări conferințe: 2 Publicații: 1 articol 1 carte
14.	Az értő olvasás fejlesztése- 54 órás képzési program kidolgozása akkreditációs célból (Dezvoltarea citirii conștiente – Elaborarea unui program de formare de 54 ore spre acreditate)	Funcția Apaczai - Ungaria	2007	750	Director	Prezentări conferințe: 1 Publicații: 1 carte
15.	Az olvasásértés tanításának kísérleti fejlesztő programja (Program experimental pentru dezvoltarea citirii conștiente)	Szülőföld Alap Iroda (Oficiul fondului domeniului natal) - Ungaria	2007	8160	Director	Prezentări conferințe: 1 Publicații: 1 carte
16.	A szövegírás fejlesztésének metakognitív módszerei (Metode metacognitive pentru dezvoltarea abilităților de scriere) - director	Institutul Programelor de Cercetare al Fundației Sapientia	2008	5800	Director	Prezentări conferințe: 2 Publicații: 1 ghid metodologic 1 articol
17.	Személyiségfejlesztés az iskolában-Képzési program kidolgozása akkreditálásra (Dezvoltarea personalității în mediul școlar – Elaborarea unui program de formare de 54 ore spre acreditate)	Funcția Apaczai - Ungaria	2013	600	Director	Prezentări conferințe: 2 Publicații: 1 articol
18.	IKT a felsőoktatásban: a metakognitív stratégiák és az oktatási kollaboráció fejlesztési lehetőségei (TIC în învățământul superior: posibilitățile stimulării strategiilor metacognitive și a colaborării educaționale) - director	Institutul Programelor de Cercetare al Fundației Sapientia	2013	7000	Director	Prezentări conferințe: 2 Publicații: 1 articol

Crt	Denumirea temei	Finanțator	An	RON (Inst.)	Calitatea pers.	Realizări
19.	IKT a közoktatásban: kutatási eredményekre alapozott fejlesztőprogram kidolgozása gyakorló pedagógusok számára (TIC în învățământul de masă: elaborarea unui program de dezvoltare)	Domus Hungarica, Budapesta	2017	2350	Director	Prezentări conferințe: 1 articol
20.	<i>Digitális média és társadalmi sokszínűség. A különböző társadalmi csoportok digitális műveltsége.</i> (Media digitală și diversitate socială. Competențele digitale al diferitelor grupuri sociale).	Domus Hungarica, Budapesta	2017	11760	Membru	Prezentări conferințe: 1
21.	<i>Székegyföld életminőség-térképe</i> (Harta calității de viață a ținutului secuiesc).	Domus Hungarica, Budapesta	2018	1750	Membru	Prezentări conferințe: 1 Publicații: 1 articol
22.	<i>Székegyföld boldogságtérképe</i> (Harta satisfacției sufletești a ținutului secuiesc).	Domus Hungarica, Budapesta	2018	11500	Director	Prezentări conferințe: 1 Publicații: 1 articol
23.	Colegiul Bodroghöz de evaluare a valorilor culturale	Fundația Népfőiskola (Ungaria)	2017	450	Membru	Prezentări conferințe: 1 Publicații: 1 capitol de carte
24.	Developing Flipped Methods in Teaching	Erasmus+ strategic partnership	2020		Director	
25.	Critical Thinking in the Information Society	Erasmus+ strategic partnership	2022	591780 /149024	Director	Prezentări conferințe: 5 Publicații: 3 articole, 1 carte editată
26.	Promoting The Development Of Teachers' And Students' Metacognitive And Theory Of Mind Skills	Erasmus+ strategic partnership	2022	1972600 (294706)	Membru	Prezentări conferințe: 1 Publicații: 2 articole
27.	Kommunikációs figurációk a mindennapi életgyakorlataink mély mediatizációjának korszakában (Figuri de comunicare în epoca mediatizării profunde a practicilor noastre cotidiene)	Institutul Programelor de Cercetare al Fundației Sapientia	2025	45450	Membru	

H. Creația artistică

H1 Participări la manifestații artistice internaționale

H2. Participări la manifestații artistice naționale

H3. Expoziții, filme, spectacole, concerte, discuri de autor, opere internaționale

H4. Expoziții, filme, spectacole, concerte, discuri de autor, opere naționale

H5. Produse cu drept de proprietate intelectuală în domeniul artistic

III. RECUNOAȘTEREA

I. Premii, distincții.

J. Citări

Zsigmond, I., Metallidou, P., Misailidi, P., Iordanou, K., & Papaleontiou-Louca, E. (2025). Metacognitive Monitoring in Written Communication: Improving Reflective Practice. *Education Sciences*, 15(3), 299. <https://doi.org/doi.org/10.3390/educsci15030299>

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Gkontelos, A., & Mastrothanasis, K. (2025). A Cluster-Analytic Approach to Preschool Teachers' Psychological and Behavioral Profiles: Irrational Beliefs, Burnout, and Innovative Work Behavior. *Psychology International*, 7(4), 92.

Gutierrez de Blume, A. P., Montoya Londoño, D. M., Daset, L. n., Cuadro, A., Molina Delgado, M., Morán Núñez, O., Urquijo, S. n., & Giuliani, M. F. (2025a). Relação entre fatores de personalidade e o conhecimento e a regulação metacognitiva em uma amostra de estudantes universitários de diferentes países de língua espanhola. *Ciencias Psicológicas*, 19(1).

Gutierrez de Blume, A. P., Montoya Londoño, D. M., Daset, L. n., Cuadro, A., Molina Delgado, M., Morán Núñez, O., Urquijo, S. n., & Giuliani, M. F. (2025b). Relation between Personality and Metacognitive Regulation in a Sample of University Students from Different Countries in Latin America. *Ciencias Psicológicas*, 19(1).

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Iordanou, K., Metallidou, P., Misailidi, P., Vogazianos, P., Koutselini, M., Papaleontiou-Louca, E., Georgiou, D., Zsigmond, I., Bálint, Á., & Rebelo, P. V. (2026). Teachers' Personal and Teaching Epistemic Practices: A Four-Country Survey and Interview Exploration of Argumentation Implementation. *Higher Education Quarterly*, 80(2), e70106. <https://doi.org/https://doi.org/10.1111/hequ.70106>

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Lyra, O., Mavropalias, T., Rachanioti, E., & Argyriadis, A. (2025). Do Greek Secondary General Education Teachers Offer Metacognitive Support to Students With or Without Learning Difficulties?: A Qualitative Analysis. *International Journal of Pedagogy and Curriculum*, 33, 77-102. <https://doi.org/10.18848/2327-7963/CGP/v33i01/77-102>

Naula, J. A. O., Ordóñez, F. G. O., Plaza, A. T. S., & Castillo, V. E. H. (2026). Estrategias metacognitivas para la comprensión lectora. Una revisión sistemática. *Ciencia y Educación*, 7(1.1), 18-34.

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Bubnys, R., Mróz, A., & **Zsigmond, I.** (2023). Critical thinking as a key competence and the factor of self-development of the modern teacher. *Labor et educatio*(11), 41-54. <https://doi.org/10.4467/25439561LE.23.004.19209>

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Vebrianto, R., Lilandariati, F., Yuliasirin, A., Hardila, D., & Sukor, N. S. (2024). Designing an E-Module on the Solar System to Develop Critical Thinking Skills. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 10(2), 285-294. (Scopus)

Zsigmond, I., & Portik, T. (2017). Communication Management in Educational Institutions. *Logos Universality Mentality Education Novelty - Section: Philosophy and Humanistic Sciences*, 5(2), 27-37. <https://doi.org/> <http://https://doi.org/10.1>,

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Zsigmond, I., Writing Strategies for Fostering Reading Comprehension. *Procedia - Social and Behavioral Sciences*, vol. 180, pages 1698-1703. (ISI Web of Knowledge, Elsevier Science Direct).

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- Herlina, M. G., Ozgen, E., & Iskandar, K. (2025). How Far the Humanistic User Experience in Workspace Collaboration Can Foster Self-Competence and Teamwork: Indonesian Organizational View. *E3S Web Conf.*, Volume 601, Article number 0006, <https://doi.org/10.1051/e3sconf/202560100006> (upcoming: Scopus, Doaj, Google Scholar)
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- Steklács, János (2011) Az olvasásra vonatkozó meggyőződés vizsgálata negyedik osztályos tanulók körében. *Anyanyelv-Pedagógia*, 2 szám. (Index Copernicus, Crossref, Matarka, ISSN Portal)
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- Hámori, Á. (2020). „Mi lehet az oka ennek, mit gondoltok?” A metakognitív nyelvhasználat elemzése az osztálytermi diskurzusban. In Z. Ludányi, I. Jánk, & Á. Domonkosi (Eds.), *A nyelv perspektívája az oktatásban : Válogatás a PeLiKon2018 oktatásnyelvészeti konferencia előadásaiból.* (pp. 273-295). Eszterházy Károly Egyetem Líceum Kiadó. <https://doi.org/10.17048/Pelikon2018.2020.273>
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Márta, T. T. Kétnyelvűség és szövegértés egy vajdasági kutatás tükrében. *InterKult* 2020, 30.

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Gajdóné Gődény, A., & Koósné Sinkó, J. (2008). A nyelvhasználat fejlesztése komplex anyanyelv-pedagógiai módszerekkel a melléknevek gyakorlása közben. *Anyanyelv-pedagógia*, 1, 3-4 (Index Copernicus, Crossref, Matarka, ISSN Portal)

Huszár-Samu, N., & Steklács, J. (2022). A reciprok tanítási módszer elemeinek jelentősége az olvasás–szövegértés tanítás eredményességének fejlesztésében. *Anyanyelvi Kultúráközvetítés*, 5(1), 21-30. (EBSCO, ROAD, CrossRef, Google Scholar)

Zsigmond, I., Csíkos, Cs., Az analógiás gondolkodásról: új eredmények és kutatási tendenciák (Gândirea analogică: rezultate și tendințe de cercetare recente, în magh.), *Magyar Pszichológiai Szemle*, LV, 1 (2000), 63-80.

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Csapó, B. (2001). A kognitív képességek szerepe a tudás szervezésében. In Z. Báthory & I. Falus (Eds.), *Tanulmányok a neveléstudomány köréből* (pp. 270-293). Osiris kiadó.

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K. Alte realizări semnificative.

Responsabil de program, și formator în programul de formare continuă „Învățarea învățării”, acreditat de Centrul Național de Formare a Personalului din Învățământul Preuniversitar.

Responsabil de program, și formator în programul de formare continuă „Dezvoltarea citirii conștiente”, acreditat de Centrul Național de Formare a Personalului din Învățământul Preuniversitar.

Responsabil de program, și formator în programul de formare continuă „Dezvoltarea personalității în mediul școlar”, acreditat de Centrul Național de Formare a Personalului din Învățământul Preuniversitar.

Organizatorul a mai multor conferințe, simpozioane academice și formări pentru cadre didactice.

I. Prezentări la conferințe internaționale și naționale

Conferințe internaționale

2026

Zsigmond, I., The role of cognitive filtering in AI-based educational activities. 7th International Conference on Governance and Strategic Management (ICGSM), Burgas, Bulgaria, 11-13 iunie, 2026.

2025

Zsigmond, I. Metallidou, P., Bubnys, R., Aleksieva, M., Mróz, A., Using Flipped Classroom to teach critical thinking. *9th International Conference on Research in Education, Teaching and Learning*. Milano, Italia, 21-23 februarie 2025

Zsigmond, I., Artificial Intelligence In Education: Challenges And Opportunities. Prezentare keynote la 2nd International Conference: Teacher Management – Development – Change. 19-20 May 2025, Krakow, Polonia.

Zsigmond, I., Porshe, E. Developing Theory of Mind Abilities and Learning Motivation. 2nd International Conference: Teacher Management – Development – Change. 19-20 May 2025, Krakow, Polonia.

2024

Zsigmond, I., Bubnys, R., Mróz, A., Teaching Critical Thinking with Flipped Classroom. *Education, Reflection, Development – ERD 2024 conference*, 6-7 iunie 2024, Cluj-Napoca, Romania.

Bubnys, R., Zsigmond, I., Mróz, A., Models of reflection as an opportunity to develop students' critical thinking in social media communities. *International Conference "Word in Education", 11th Ed.* (Family, school and local community – Educational partnership). 26-28 septembrie 2024, Krakow, Polonia.

Zsigmond, I., Mróz, A., Flipped Classroom as a method for developing students' critical thinking. *International Conference "Word in Education", 11th Ed.* (Family, school and local community – Educational partnership). 26-28 septembrie 2024, Krakow, Polonia.

Zsigmond, I., Porsche, É. Developing of Metacognitive Abilities of 9-14 old Children. Results from Romania. Conference for the Dissemination of the Pro-Me-ToM project results. 29-30 Iunie, 2024 (Thessaloniki, Grecia)

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2004

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Data,

24 septembrie 2026

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