

## Lista complete de lucrări

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### A. Lista 10 lucrări relevante

1. Nanu, C. (2025). *Imaginea corporală. Influențe socio-culturale în adolescență*. Editura Presa Universitară, București.
2. Nanu, C. (2025). Equity and justice in the inclusive education model – The case of children with high abilities. *Journal Plus Education, Special Issue*, 120-130. <https://uav.ro/jour/index.php/jpe/article/view/2390/2135>
3. Harju, H., Van Hoof, H., **Nanu, C.**, McMullen, J., & Hannula-Sormunen, M. (2024). Spontaneous focusing on numerical order and numerical skills of 3- to 4-year-old children. *Educational Studies in Mathematics*, 117, 43-65. <https://doi.org/10.1007/s10649-024-10327-3>
4. Hannula-Sormunen, M., Batchelor, S., Torbeyns, J., Simms, V., **Nanu, C.**, Laakkonen, E., & De Smedt, B. (2023). Age group differences in SFON tendency and arithmetical skills of four to seven years olds in four countries with different school starting age. *Cognitive Development*, 66(8), Article e101296. <https://doi.org/10.1016/j.cogdev.2023.101296>
5. Halme, H., McMullen, J., **Nanu, C.**, Nyman, A., PIPARI Study Group, & Hannula-Sormunen, M.M. (2022). Mathematical skills of 11-year-old children born preterm and full-term. *Journal of Experimental Child Psychology*, 219(2), Article e105390. <https://doi.org/10.1016/j.jecp.2022.105390>
6. Nanu, C. (2022). Adaptive Expertize Among Young Teachers. *Annales Universitatis Apulensis. Series Philologica*, 23, 417-420. <http://philologica.uab.ro/index.php?pagina=pg&id=35&l=en>
7. **Nanu, C.E.**, Laakkonen, E., & Hannula-Sormunen, M. (2020). The effect of first school years on mathematical skill profiles. *Frontline Learning Research*, 8(1), 56-75. <https://doi.org/10.14786/flr.v8i1.485>
8. Hannula-Sormunen, M., **Nanu, C.**, Luomaniemi, K., Heinonen, M., Sorariutta, A., Södervik, I., & Mattinen, A. (2020). Promoting spontaneous focusing on numerosity and cardinality-related skills at day care with one, two, how many and count, how many programs. *Mathematical Thinking and Learning*, 22(4), 312-331. <https://doi.org/10.1080/10986065.2020.1818470>
9. **Nanu, C.E.**, McMullen, J., Munck, P., & Hannula-Sormunen, M. (2018). Spontaneous focusing on numerosity in preschool as a predictor of mathematical skills and knowledge in the fifth grade. *Journal of Experimental Child Psychology*, 169, 42-58. <https://doi.org/10.1016/j.jecp.2017.12.011>

10. Hannula-Sormunen, M.M., **Nanu, C.**, Laakkonen, E., Munch, P., Kiuru, N., & Lehtonen, L. (2017). Early mathematical skill profiles of prematurely and full-term born children. *Learning and Individual Differences*, 55, 108-119. <https://doi.org/10.1016/j.lindif.2017.03.004>

## B. Teza de doctorat

2013 Teza cu titlul *Factori individuali și sociali asociați imaginii corporale în adolescență*, Școala doctorală de psihologie a universității Babeș-Bolyai, Cluj-Napoca.

## C. Cărți și capitole de cărți

1. Nanu, C. (2025). *Imaginea corporală. Influențe socio-culturale în adolescență*. Editura Presa Universitară, București. ISBN (varianta tipărită) 978-606-28-2157-9, ISBN (ebook) 978-606-28-2158-6.
2. **Nanu, C.**, Kim, H., & Nanu, P. (2016). Female and male attitude about having cosmetic surgery in Korea and Romania. In Nanu, P. & Ursache, O. (Eds.) *Studies on the Female Body*, pag. 65-72. University of Turku, Finland. [Studies on the Female Body PDF July 2016.pdf](#) ISBN 978-951-29-6403-1 (Print) ISBN 978-951-29-6404-8 (Online)
3. Nanu, C. (2010) *Construcția socială a imaginii corporale* in Chiciudean (Ed.) *Incursiuni în imaginar*. De la corpul imaginat la corpul reprezentat, pag. 209 – 220. Speculum, Aeternitas Publishing House, Alba Iulia. ISBN 978-973-1890-78-4

## D. Cursuri și manuale universitare

Nanu, C. (2025). *Tipic și atipic în dezvoltarea copilului. O perspectivă psiho-educatională*. Editura Aeternitas, Alba Iulia. ISBN 978-606-613-296-1

Nanu, C. (2025). *Modele de evaluare în educația timpurie*. Editura Aeternitas, Alba Iulia. ISBN 978-606-613-295-4

Nanu, C. (2024). *Diferențierea instruirii la copiii cu aptitudini speciale*. Seria Didactica, Alba Iulia

Nanu, C. (2024). *Metode de evaluare complexă a copilului și a clasei/grupeii*. Seria Didactica, Alba Iulia

## E. Articole în extenso publicate în reviste indexate în Web of Science

1. Harju, H., Van Hoof, H., **Nanu, C.**, McMullen, J., & Hannula-Sormunen, M. (2024). Spontaneous focusing on numerical order and numerical skills of 3- to 4-year-old children. *Educational Studies in Mathematics*, 117, 43-65. <https://doi.org/10.1007/s10649-024-10327-3>
2. Hannula-Sormunen, M., Batchelor, S., Torbeyns, J., Simms, V., **Nanu, C.**, Laakkonen, E., & De Smedt, B. (2023). Age group differences in SFON tendency and arithmetical skills of four to seven years olds in four countries with different school starting age. *Cognitive Development*, 66(8), Article e101296. <https://doi.org/10.1016/j.cogdev.2023.101296>

3. Halme, H., McMullen, J., **Nanu, C.**, Nyman, A., PIPARI Study Group, & Hannula-Sormunen, M.M. (2022). Mathematical skills of 11-year-old children born preterm and full-term. *Journal of Experimental Child Psychology*, 219(2), Article e105390. <https://doi.org/10.1016/j.jecp.2022.105390>
4. Hannula-Sormunen, M., **Nanu, C.**, Luomaniemi, K., Heinonen, M., Sorariutta, A., Södervik, I., & Mattinen, A. (2020). Promoting spontaneous focusing on numerosity and cardinality-related skills at day care with one, two, how many and count, how many programs. *Mathematical Thinking and Learning*, 22(4), 312-331. <https://doi.org/10.1080/10986065.2020.1818470>
5. **Nanu, C.E.**, McMullen, J., Munck, P., & Hannula-Sormunen, M. (2018). Spontaneous focusing on numerosity in preschool as a predictor of mathematical skills and knowledge in the fifth grade. *Journal of Experimental Child Psychology*, 169, 42-58. <https://doi.org/10.1016/j.jecp.2017.12.011>
6. Hannula-Sormunen, M.M., **Nanu, C.**, Laakkonen, E., Munch, P., Kiuru, N., & Lehtonen, L. (2017). Early mathematical skill profiles of prematurely and full-term born children. *Learning and Individual Differences*, 55, 108-119. <https://doi.org/10.1016/j.lindif.2017.03.004>

#### F. Articole în extenso publicate în reviste indexate în cel puțin două baze de date internaționale recunoscute

1. Nanu, C. (2025). Equity and justice in the inclusive education model – The case of children with high abilities. *Journal Plus Education, Special Issue*, 120-130. <https://uav.ro/jour/index.php/jpe/article/view/2390/2135>
2. Nanu, C. (2023). The role of information and communication technology in scaffolding instruction. *Annales Universitatis Apulensis. Series Philologica*, 24, 401-406. <http://philologica.uab.ro/index.php?pagina=pg&id=35&l=en>
3. Nanu, C. (2022). Adaptive Expertize Among Young Teachers. *Annales Universitatis Apulensis. Series Philologica*, 23, 417-420. <http://philologica.uab.ro/index.php?pagina=pg&id=35&l=en>
4. **Nanu, C.E.**, Laakkonen, E., & Hannula-Sormunen, M. (2020). The effect of first school years on mathematical skill profiles. *Frontline Learning Research*, 8(1), 56-75. <https://doi.org/10.14786/flr.v8i1.485>
5. Nanu, C. (2014). When Early Educational Programs Are The Result Of Community Involvement. The Case Of Irish Educational System. *Journal Plus Education, Special Issue*, 221-225. <https://www.uav.ro/jour/index.php/jpe/article/view/279>
6. Nanu, C. (2016). Factori care contribuie la dezvoltarea imaginii corporale in adolescenta *Annales Universitatis Apulensis. Seria Philologica*, 17(1), 440-447. <http://philologica.uab.ro/index.php?pagina=pg&id=26&l=ro>
7. Nanu, C. (2015). Dimensions of body image [Dimensions of body image]. *Annales Universitatis Apulensis. Seria Philologica*, 16(1). <http://philologica.uab.ro/index.php?pagina=pg&id=24&l=ro>
8. Joja, O.D., **Nanu, C.**, & von Wietersheim, J. (2015). Weight Concerns and Eating Attitudes among Romanian Students in Comparison to German Students and Anorexia Nervosa

- Patients. *Procedia - Social and Behavioral Sciences* 187, 402-407. <https://doi.org/10.1016/j.sbspro.2015.03.075>
9. **Nanu, C.**, Taut, D., & Baban, A. (2014). Why adolescents are not happy with their body image, in *Journal of Gender and Feminist Studies*, 2(16). <https://www.analize-journal.ro/issues/issue-no-2-16-2014-controlling-womens-bodies/>
  10. **Nanu, C.**, & Băban, A. (2014). The relation between weight, perceived physical competence and body image in early adolescence. *Ovidius University Annals. Science, Movement and Health*, XIV(1), 138-142. <https://analefefs.ro/anale-fefs/2014/i1/pe-autori/22.pdf>
  11. **Nanu, C.**, Tăut, D., & Băban, A. (2013). Appearance esteem and weight esteem in adolescence. Are they different across age and gender? *Cognition, Brain, Behaviour. An Interdisciplinary Journal*, XVII(3), 189-200. <https://www.cbbjournal.ro/index.php/en/2013/77-17-3/522-appearance-esteem-and-weight-esteem-in-adolescence-are-they-different-across-age-and-gender>
  12. **Nanu, C.**, & Scheau, I. (2013). Perfectionism Dimensions and Resistance to Peer Influences in Adolescence. *Procedia - Social and Behavioral Sciences*, 82, 278 – 281. <https://doi.org/10.1016/j.sbspro.2013.06.260>
  13. Scheau I., & **Nanu, C.** (2013). About the Necessity of a New Educational Model in the Romanian Educational System. *Procedia - Social and Behavioral Sciences*, 82, 238 – 242. <https://doi.org/10.1016/j.sbspro.2013.06.252>
  14. **Nanu, C.** & Băban, A. (2011) *The relation between actual and perceived body weight in adolescence*. *Science, Movement and Health*, 11(2), 278-286. <https://analefefs.ro/anale-fefs/2011/issue-2/>.

#### G. Publicații în extenso în volume ale conferințelor

1. Nanu, C. (2012). O abordare psihopedagogică a constructului de valori. În Mândăcanu, Scheau & Oprea (Eds.), *Educația din perspectiva valorilor – Idei, concepte, modele*. Eikon, Alba Iulia. ISBN 978-973-757-730-6
2. **Nanu, C.**, & Scheau I. (2011). *Gender differences in computer self-efficacy at college students*. In Proceedings of the 5th International Technology, Education and Development Conference (INTENDED 2011), 4951-4954. <https://library.iated.org/view/NANU2011GEN>
3. Scheau, I., & **Nanu, C.** (2011). *Comparative study regarding the use of critical methods at different levels of the primary and secondary education system*. In Proceedings of the 4th International Conference of Education, Research and Innovation (ICERI2011), 5660-5666. <https://library.iated.org/view/SCHEAU2011COM2>
4. **Nanu, C.**, & Scheau I. (2011). *Technology integration and beliefs about teaching in the first two years of teaching career*. In Proceedings of the 4th International Conference of Education, Research and Innovation (ICERI2011), 5666-5670. <https://library.iated.org/view/NANU2011TEC>
5. Trif, L., & **Nanu, C.** (2010). *De la politici educaționale la competențe profesionale* [From education policies to professional competencies]. In Ciortea, M. (Ed.) *Educația din perspectiva valorilor – Idei, concepte, modele* (pp. 171-176). EIKON Publishing House.

6. **Nanu, C.**, & Scheau I. (2010). *Continuing professional development in teachers' education*. In Proceedings of the 2nd International Conference on Education and New Learning Technologies (EDULEARN2010), 4663-4666.  
<https://library.iated.org/view/NANU2010CON>
7. Scheau, I., & **Nanu, C.** (2010). *A psycho-pedagogical approach to the Bologna system. Expectations and limits*. In the Proceedings of the 2nd International Conference on Education and New Learning Technologies (EDULEARN2010), 5185-5188.  
<https://library.iated.org/view/SCHEAU2010APS>
8. Scheau I., & **Nanu C.** (2008). *Inferences and mental representation in reading-comprehension*. In Proceedings of the 1st International Conference on Linguistic and Intercultural Education (CLIE-2008)  
<http://ciel.uab.ro/index.php?pagina=pg&id=17&l=en>

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14.01.2026