Lista de lucrări

Numele şi prenumele Biró Piroska

A. Teza de doctorat

Titlul (engleză): The analisys of the effect of infocommunication techology in education
Titlul (maghiară): Az infokommunikációs technológia hatásának elemzése az oktatásban.
Conducător ştiinţific: Dr. Nyakóné dr. Juhász Katalin, Prof. Dr. Terdik György
Locul susținerii: Universitatea din Debrecen, Facultatea de Informatică, Debrecen, Ungaria
Data: 13.05.2015

B. Cărți publicate

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

1. Csernoch, M., Biró, P. (2015). Sprego Programming. (D. David, Ed.). Saarbrücken: Lambert Academic Publishing (LAP). (March 26, 2015), pp. 60. ISBN-13: 978-3659516894

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

1. Nyakóné, J. K., Terdik, G., Biró, P., & Kátai, Z. (2011). Bevezetés az Informatikába. (Introducere în Informatică) Debrecen: Debreceni Egyetem Informatikai Kar. Web: https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0046_bevezetes_az_informatikaba/index.html

C. Lucrări științifice publicate

C1. Lucrări ştiinţifice publicate în reviste cotate ISI

1. Csernoch, M., Hannusch, C., Biró, P. (2024). Modification of Erroneous and Correct Digital Texts. Entropy. 26 (12), 1-21, https://doi.org/10.3390/e26121015. (**Scopus, Web of Science**)
2. Csernoch, M., Biró, P. & Máth, J. (2021). Developing computational thinking skills with algorithm-driven spreadsheeting. IEEE ACCESS 9, pp. 153943-153959. https://doi.org/10.1109/ACCESS.2021.3126757 **(Scopus, Web of Science)**
3. Nagy, T., Csernoch, M., & Biró, P. (2021). The Comparison of Students' Self-Assessment, Gender, and Programming-Oriented Spreadsheet Skills. Education Sciences 2021, 11(10), 590. https://doi.org/10.3390/educsci11100590. **(Scopus)**
4. Csernoch, M., Biró, P., Máth, J., & Abari, K. (2015). Testing Algorithmic Skills in Traditional and Non-Traditional Programming Environments. INFORMATICS IN EDUCATION: AN INTERNATIONAL JOURNAL, 14(2), 175–197. http://doi.org/10.15388/infedu.2015.11 **(Scopus, Web of Science)**

C2. Lucrări ştiinţifice publicate în reviste indexate în baze de date internaţionale (indicaţi şi baza de date).

5. Kádek, T., Biró, P. (2026). Assessment System for IT Configuration Tasks. Acta Polytech. Hung. 23 (5), 87-100. DOI: 10.12700/APH.23.5.2026.5.5 **(Scopus)**
6. Biró, P., Kádek, T. (2024). Comparing Student Results on a Programming Task During a Contest and a Practice Situation with the Help of the ProgCont System. In: 2024 IEEE Global Engineering Education Conference (EDUCON) Proceedings, IEEE, Kos, 1-6, 2024, (ISSN 2165-9567) ISBN: 9798350394023, DOI: 10.1109/EDUCON60312.2024.10578829 (**IEEE Xplore, Web of Science, Scopus**)
7. Kádek, T., Biró, P. (2024). Next Generation of Assessment Evaluation System for IT Configuration Challenges. In: 2024 IEEE 3rd Conference on Information Technology and Data Science (CITDS) Proceedings, August 26–27, 2024. Debrecen, Hungary. pp. 102-106. ISBN: 979-8-3503-8788-9. (**IEEE Xplore, Scopus**)
8. Biró, P. & Kádek, T. (2022). The Mathability of Computer Problem Solving with ProgCont. Acta Polytechnica Hungarica 19(1) pp. 77-91. https://doi.org/10.12700/APH.19.1.2022.19.6 **(Scopus)**
9. Biró, P., Kádek, T., Kósa, M. & Pánovics, J. (2022). A New Method to Increase Feedback for Programming Tasks During Automatic Evaluation. Acta Polytechnica Hungarica 19(9) pp. 103-116. https://doi.org/ 10.12700/APH.19.9.2022.9.6 **(Scopus)**
10. Biró, P., Kósa, M., Pánovics, M. & Kádek, T. (2021). Test case annotation of programming tasks in the ProgCont system for differential education and strengthening stand-alone preparation opportunities. In EDULEARN21 Proceedings (pp. 5433-5441). http://doi.org/10.21125/edulearn.2021.1109 (**Web of Science**)
11. Biró, P., & Kádek, T. (2020). Automatic Evaluation of Programming Tasks at the University of Debrecen. In INTED2020 Proceedings (pp. 3522–3527). http://doi.org/10.21125/inted.2020.0994 (**Web of Science**)
12. Biró, P., & Csernoch, M. (2017). Semi-Unplugged Tools for Building Algorithms With Sprego. TURKISH ONLINE JOURNAL OF EDUCATIONAL TECHNOLOGY, Spec. Issue for INTE(2), 946–957. **(Scopus)**
13. Mária, C., & Piroska, B. (2017). First year students' attitude to computer problem solving. In 2017 8TH IEEE INTERNATIONAL CONFERENCE ON COGNITIVE INFOCOMMUNICATIONS (COGINFOCOM) (pp. 225–230). http://doi.org/10.1109/CogInfoCom.2017.8268247 (**IEEE Xplore, Web of Science, Scopus**)
14. Biró, P., Csernoch, M., Abari, K., & Máth, J. (2016). First Year Students' Algorithmic Skills in Tertiary Computer Science Education. ADVANCES IN INTELLIGENT SYSTEMS AND COMPUTING, 416, 351–358. http://doi.org/10.1007/978-3-319-27478-2_24 (**Web of Science**)
15. Biró, P., & Csernoch, M. (2016). Computer Science Students' Attitudes. TURKISH ONLINE JOURNAL OF EDUCATIONAL TECHNOLOGY, 1, 503–510. **(Scopus)**
16. Biró, P., Csernoch, M., Máth, J., & Abari, K. (2015). Measuring the level of algorithmic skills at the end of secondary education in Hungary. PROCEDIA -

SOCIAL AND BEHAVIORAL SCIENCES, 176, 876–883. http://doi.org/10.1016/j.sbspro.2015.01.553 **(Scopus, Web of Science)**

17. Biró, P., Csernoch, M., Abari, K., & Máth, J. (2015). Testing Algorithmic and Application Skills. TURKISH ONLINE JOURNAL OF EDUCATIONAL TECHNOLOGY, Special, 536–543. **(Scopus)**
18. Csernoch, M., & Biró, P. (2015). The power in digital literacy and algorithmic skill. PROCEDIA - SOCIAL AND BEHAVIORAL SCIENCES, 174, 550–559. http://doi.org/10.1016/j.sbspro.2015.01.705 (**Web of Science**)
19. Biró, P., & Csernoch, M. (2015). The mathability of computer problem solving approaches. In 2015 6th IEEE International Conference on Cognitive Infocommunications (CogInfoCom) (pp. 111–114). http://doi.org/10.1109/CogInfoCom.2015.7390574 (**IEEE Xplore, Web of Science, Scopus**)
20. Biró, P., & Csernoch, M. (2015). The mathability of spreadsheet tools. In 2015 6th IEEE International Conference on Cognitive Infocommunications (CogInfoCom) (pp. 105–110). http://doi.org/10.1109/CogInfoCom.2015.7390573 (**IEEE Xplore, Web of Science, Scopus**)
21. Biró, P., & Csernoch, M. (2014). Deep and surface metacognitive processes in non-traditional programming tasks. In 5th IEEE International Conference on Cognitive Infocommunications (pp. 49–54). http://doi.org/10.1109/CogInfoCom.2014.7020507 (**IEEE Xplore, Web of Science, Scopus**)
22. Biró, P., & Csernoch, M. (2013). Deep and surface structural metacognitive abilities of the first year students of Informatics. In 2013 IEEE 4TH INTERNATIONAL CONFERENCE ON COGNITIVE INFOCOMMUNICATIONS (COGINFOCOM) (pp. 521–526). http://doi.org/10.1109/CogInfoCom.2013.6719303 (**IEEE Xplore, Web of Science, Scopus**)

C3. Lucrări ştiinţifice publicate în reviste din străinătate (altele decât cele menţionate anterior).

1. Piroska, B., Mária, C., Katalin, S., & Eszter, G. (2018). Algorithmic Skills Vs. Time Spent On Computers And Mobile Devices. TURKISH ONLINE JOURNAL OF EDUCATIONAL TECHNOLOGY, 2, 133–140.
2. Biró, P., Csernoch, M., Máth, J., & Abari, K. (2015). Algorithmic Skills Transferred from Secondary CSI Studies into Tertiary Education. INTERNATIONAL JOURNAL OF SOCIAL EDUCATION ECONOMICS AND MANAGEMENT ENGINEERING, 9(2), 426–432.
3. Csernoch, M., & Biró, P. (2015). Számítógépes problémamegoldás. TUDOMÁNYOS ÉS MŰSZAKI TÁJÉKOZTATÁS, 62(3), 86–94.
4. Csernoch, M., & Biró, P. (2015). Wasting Human and Computer Resources. INTERNATIONAL JOURNAL OF SOCIAL EDUCATION ECONOMICS AND MANAGEMENT ENGINEERING, 9(2), 555–563.
5. Csernoch, M., & Biró, P. (2015). Sprego Programming. SPREADSHEETS IN EDUCATION, 8(1), 1–38.

6. Biró, P. (2014). Barátságos kalauz az interaktív táblák használatához. ÚJ PEDAGÓGIAI SZEMLE, 2014(9–10), 124–128.
7. Biró, P. (2012). Teachers and the interactive whiteboards. TEACHING MATHEMATICS AND COMPUTER SCIENCE, 10(2), 281–298.

C4. Lucrări ştiinţifice publicate în reviste din ţară, recunoscute CNCSIS/CNCS (altele decât cele din baze de date internaţionale).

1. Csernoch, M., & Biró, P. (2016). Introduction to Classroom Sprego. ACTA DIDACTICA NAPOCENSIA, 9(1), 1–14.
2. Csernoch, M., Biró, P., Abari, K., & Máth, J. (2015). Understanding algorithms in different presentations. ACTA DIDACTICA NAPOCENSIA, 8(4), 1–12.
3. Biró, P. (2012). Interactive Whiteboard in Mathematics Education. ACTA UNIVERSITATIS SAPIENTIAE SOCIAL ANALYSIS, 2(1), 111–127.
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C6. Lucrări ştiinţifice publicate în volumele manifestărilor ştiinţifice

1. Csernoch, M., Biró, P. (2026). Handling conditional calculation algorithms in spreadsheet environments. In: Education and New Developments 2026. Ed.: Mafalda Carmo, World Institute for Advanced Research and Science, Portugal, 281-285, 2026, (ISSN 2184-1489) ISBN: 9789893683941
2. Biró, P., Nagy, Z., Csernoch, M. (2025). Assessment of prior knowledge and algorithmic skills among first-year computer science students. In: 17th International Conference on Economics and Business: Challenges in the Carpathian Basin / Nagy Benedek, Editura Risoprint, Cluj-Napoca, 329-338.
3. Biró, P. (2025). Comparing algorithmic skills among hungarian and foreign computer science students. In: EDULEARN25 Proceedings / Luis Gómez Chova; Chelo González Martínez; Joanna Lees, IATED, Palma, Spain, 5013-5022, (ISSN 2340-1117) ISBN: 9788409742189.
4. Biró, P. (2024). Az interaktív tábla lehetőségei és gyakorlati hasznossága. In: INDEHEP E-KÉZIKÖNYV, Innovatív digitális tananyagfejlesztés a felsőoktatásban / Szakál Zoltán, Takács Péter, Debreceni Egyetem Egészségtudományi Kar, Debrecen, 324-342, 2024. ISBN: 9789634906674
5. Biró, P. (2024). Možnosti interaktívnej tabule a jej praktická využiteľnose. In: INDEHEP E-HANDBOOK, Inovatívne digitálne uebné osnovy Vývoj vo vysokobkolskom vzdelávaní / Zoltán Szakál, Péter Takács, Debrecínska univerzita, Fakulta zdravotníckych vied, Debrecen, 314-333, 2024. ISBN: 9789634906650
6. Biró, P. (2024). Posibilitățile tabloului interactiv și utilitatea sa practică. In: INDEHEP E-HANDBOOK, Curriculum digital inovator în învățământul superior / Zoltán Szakál, Péter Takács, Universitatea din Debrecen Facultatea de Științe ale Sănătății, Debrecen, 323-341, 2024. ISBN: 9789634906667
7. Biró, P. (2024). The possibilities of the interactive whiteboard and its practical usefulness. In: INDEHEP E-HANDBOOK, Innovative Digital Curriculum

Development in Higher Education / Zoltán Szakál, Péter Takács, University of Debrecen Faculty of Health Sciences, Debrecen, 313-331, 2024. ISBN: 9789634906605

8. Biró, P., Kádek, T. (2023). Task annotation capabilities of the Progcont System in practice. In: Challenges in the Carpathian Basin / Nagy Benedek; Fejér-Király Gergely; György Ottilia; Ilyés László; Kassay János; Madaras Szilárd; Péter Emőke-Katalin, RISOPRINT, Cluj-Napoca, 318-327, 2023. ISBN: 9789735330385.
9. Pánovics, J., Kádek, T., Biró, P. (2023). A ProgCont rendszer jelene és jövője. In: INFODIDACT 2022 / Szlávi Péter; Zsakó László, Webdidaktika Alapítvány, Budapest, 1-6, 2023. ISBN: 9786158060868.
10. Biró, P., Kádek, T. (2022). The Impact of Distance Learning on the ProgCont System after Pandemic.In: ICERI2022 Proceedings / Luis Gómez Chova; Agustín López Martínez; Joanna Lees, IATED Academy, Seville, 8729-8735, 2022, (ISSN 2340-1095) ISBN: 9788409454761
11. Bakos, I. & Biró, P. (2021). Smart City web application development with the help of SAP. In: ICERI2021 Proceedings, pp. 5428-5431. http://doi.org/10.21125/iceri.2021.1226
12. Biró, P., Kádek, T. & Pánovics, J. (2021). FACILITATING THE USE OF THE PROGCONT SYSTEM FOR NOVICE PROGRAMMERS WITH TEST CASE ANNOTATIONS, ICERI2021 Proceedings, pp. 4951-4956. http://doi.org/10.21125/iceri.2021.1133
13. Bakos, I. & Biró, P. (2021). AN SAP BASED SMART CITY APPLICATION FOR STUDENTS IN UNIVERSITY EDUCATION. In: Nikodem, Jan; Klempous, Ryszard (eds.) 12th IEEE International Conference on Cognitive Infocommunications (CogInfoCom 2021): Proceedings IEEE 2021, pp. 269-272.
14. Balázs, P., Biró, P., Kádek, T., Kósa, M. & Pánovics, J. (2021). Mathability and exploring mathematical skills of programmers with exercises' annotations. In: Nikodem, Jan; Klempous, Ryszard (eds.) 12th IEEE International Conference on Cognitive Infocommunications (CogInfoCom 2021): Proceedings IEEE 2021, pp. 347-350.
15. Biró, P., & Kádek, T. (2021). How can the ProgCont system help with programming education during a pandemic? In 15th International Conference on Economics and Business : Challenges in the Carpathian Basin : Global Challenges - Local Answers. Interdependencies or Slobalisation? Cluj-Napoca, Editura Risoprint (2021), pp. 179-191.
16. Pánovics, J., Kádek, T., Biró, P. & Kósa, M. (2021). Programozási feladatok megoldásaiban elkövetett hibák felderítése annotációk segítségével a ProgCont rendszerben. In ENELKO 2021, SzámOkt 2021, Erdélyi Magyar Műszaki Tudományos Társaság (EMT) (pp. 81–85).
17. Kádek, T., & Biró, P. (2020). A távolléti oktatás hatásai a ProgCont rendszerre. In XXI. Energetika-Elektrotechnika – ENELKO és XXX. Számítástechnika és Oktatás – SzámOkt Multi-konferencia (pp. 104–109).
18. Biró, P. (2019). Developing the algorithmic skills of foreign students. In INTERNATIONAL CONFERENCE ON NEW HORIZONS IN EDUCATION (pp. 156–162).

19. Csernoch, M., & Biró, P. (2019). Are digital natives spreadsheet natives? In Proceedings of the EuSpRIG 2019 Conference “Spreadsheet Risk Management” (pp. 1–12).
20. Kádek, T., & Biró, P. (2019). A ProgCont API: programozási feladatok megoldásainak újszerű kiértékelése. In ENELKO 2019 SzámOkt 2019 (pp. 191–195).
21. Biró, P., & Csernoch, M. (2018). Maths Problems in Pseudo-Codes Compared to Computer Usage. In Education and New Developments 2018 (pp. 341–345).
22. Csernoch, M., Biró, P. (2018). Edu-Edition Spreadsheet Competency Framework. (T. Simon & J. C. Grenville, Eds.). London: Department of Mechanical Engineering, Imperial College. Proceedings of the EuSpRIG 2017 Conference "Spreadsheet Risk Management", Imperial College, London, pp. 121-136. https://arxiv.org/abs/1802.00496
23. Biró, P., & Csernoch, M. (2017). Unplugged tools for building algorithms with Sprego. In Education and New Developments 2017 (pp. 401–405).
24. Csernoch, M., Biró, P. (2017). Teaching methods are erroneous: approaches which lead to erroneous end-user computing. (T. Simon & J. C. Grenville, Eds.). Proceedings of the EuSpRIG 2016 Conference "Spreadsheet Risk Management" pp. 1-14. https://arxiv.org/abs/1704.01130
25. Biró, P., & Csernoch, M. (2016). Felhasználóbarát szövegkezelési hibák. In A pedagógusképzés XXI. századi perspektívái (pp. 177–186).
26. Biró, P., & Csernoch, M. (2016). Sprego-programozás hatékonyságvizsgálata. In Interdiszciplináris pedagógia és az oktatási rendszer újraformálása (pp. 117–126).
27. Csernoch, M., & Biró, P. (2016). Utilizing Sprego and Sprego contents. In WIPSCE ’16 (pp. 102–103). **(Scopus)**
28. Gombos, E., & Biró, P. (2016). A hibakezelés szintjei és sajátosságai a tanítási folyamatban. In A pedagógusképzés XXI. századi perspektívái (pp. 187–193).
29. Biró, P., & Csernoch, M. (2015). Algoritmusok és/vagy táblázatkezelés? In VII. Oktatás-Informatikai Konferencia : tanulmánykötet (pp. 97–111).
30. Csernoch, M., & Biró, P. (2015). Sprego helye az informatika tantervekben. In INFODIDACT 2015 (pp. 1–13).
31. Csernoch, M., & Biró, P. (2015). Developing Digital Competence in Non-traditional Programming Environments. In END 2015: International conference on education and new developments (pp. 380–384).
32. Csernoch, M., & Biró, P. (2015). Problem Solving in Sprego. In 16th EuSpRIG Annual Conference “Spreadsheet Risk Management” (pp. 1–13).
33. Biró, P., & Csernoch, M. (2014). Informatika szakos hallgatók tudására vonatkozó tudásmérés tanári és hallgatói megközelítésben. In Minőség és versenyképes tudás (pp. 165–172).
34. Biró, P., Csernoch, M., Abari, K., & Máth, J. (2014). First year students’ algorithmic skills in tertiary Computer Science education. In Proceedings of the 9th International Conference on Knowledge, Information and Creativity Support Systems (pp. 301–306).

35. Biró, P., & Csernoch, M. (2014). Táblázatkezelés algoritmikus megközelítése. In Interdiszciplináris pedagógia és a fenntartható fejlődés (pp. 310–321).
36. Biró, P. (2014). CAEDUS oktatási keretrendszer. In Informatika a felsőoktatásban 2014 (pp. 676–688).
37. Csernoch, M., Biró, P., Abari, K., & Máth, J. (2014). Programozásorientált táblázatkezelői függvények. In XIV. Országos Neveléstudományi Konferencia: Oktatás és nevelés – gyakorlat és tudomány (pp. 463–463).
38. Csernoch, M., Biró, P., Máth, J., & Abari, K. (2014). Mit tudok informatikából? In Informatika a felsőoktatásban 2014 (pp. 217–230).
39. Csernoch, M., & Biró, P. (2014). Digital Competency and Digital Literacy is at Stake. In ECER 2014 The Past, the Present and Future of Educational Research in Europe (p. [1-4]).
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41. Biró, P., & Csernoch, M. (2013). Elsőéves informatikushallgatók algoritmizáló készségei - Programming skills of the first year students of Informatics. In XXIII. Nemzetközi Számítástechnika és Oktatás Konferencia (pp. 154–159).
42. Csernoch, M., & Biró, P. (2013). Teachers' Assessment and Students' Self-Assessment on The Students' Spreadsheet Knowledge. In EDULEARN13 Proceedings 5th International Conference on Education and New Learning Technologies (pp. 949–956).
43. Csernoch, M., & Biró, P. (2013). Algoritmikus és alkalmazói készségek tesztelése. In INFODIDACT 2013 (pp. 1–20).
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45. Biró, P. (2012). Attitudes of Interactive Whiteboard Users. In Proceedings of the 4th International Conference on Computer Supported Education (CSEDU 2012) (pp. 348–355).
46. Biró, P., Demeter, L., Kónya, K., & Ozsvár, S. (2011). Számítógépes Oktatóprogramok. In Multimédia az oktatásban, 1995-2010 (pp. 1–5).
47. Biró, P. (2008). Interaktív tábla az oktatásban. In Tavaszi Szél 2008 (pp. 665–671).
48. Bíró, P. (2008). Informatika alkalmazása az oktatásban. In Informatika a felsőoktatásban 2008 (pp. 68–75).
49. Biró, P. (2007). A számítógép és a matematika. In 13. MultiMédia az oktatásban konferencia (pp. 263–268).
50. Biró, P. (2006). E-learning, b-learning és projektpedagógia. In Projektpedagógia - Projektmódszer VI. (pp. 53–59).
51. Biró, P. (2006). Informatika alkalmazása a matematika oktatásban. In Matematika-, fizika, számítástechnika főiskolai oktatók XXX. konferencia (pp. 1–7).
52. Fülöp, T. E., & Biró, P. (2004). E-learning előnyei és hátrányai. In Multimédia az oktatásban (pp. 89–95).

D. Traduceri de cărţi, capitole de cărţi, alte lucrări ştiinţifice

Traducători: Biró Piroska, Szeghalmy Szilvia és Varga Imre
Titlul în maghiară: Hogyan gondolkozz úgy, mint egy informatikus: Tanulás Python 3 segítségével
Titlul cărții originale: Peter Wentworth, Jeffrey Elkner, Allen B. Downey és Chris Meyers: How to Think Like a Computer Scientist: learning with Python, 2012
Web: https://gyires.inf.unideb.hu/EFOP344/PythonHTML/index.html

Traducători: Biró Piroska
Titlul în maghiară: Python – Tudástár
Titlul cărții originale: John C. Shovic, PhD, and Alan Simpson: Python Essential, **ISBN**: 978-615-6741-07-3
Web: https://panem.hu/kezdolap/1552-python-tudastar.html

Recenzii apărute în alte reviste sau volume

1. Biró, P. (2014). Barátságos kalauz az interaktív táblák használatához. Recenzió Nógrádi László: Szalai Ferenc – Interaktív táblák alkalmazása egyszerűen és profin című könyvéhez. OFI Kiadó, 2014/9-10. szám, 124-128. ISSN 1215-18

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    1. Wu, T. T., Asmara, A., Huang, Y. M., & Permata Hapsari, I. (2024). Identification of problem-solving techniques in computational thinking studies: Systematic literature review. Sage Open, 14(2), 21582440241249897.
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    3. Sim, T. Y., & Lau, S. L. (2022, November). Review on challenges and solutions in novice programming education. In 2022 IEEE International Conference on Computing (ICOCO) (pp. 55-61). IEEE.
    4. Hidayat, H., Zulhendra, Z., Efrizon, E., Delianti, V. I., Dewi, F. K., Mohd Isa, M. R., ... & Tanucan, J. C. M. (2024). Computational Thinking Skills in Engineering Education: Enhancing Academic Achievement Through Innovations, Challenges, and Opportunities. TEM Journal, 13(4).
    5. Irawan, E., Rosjanuardi, R., & Prabawanto, S. (2024). Promoting Computational Thinking through Programming Trends, Tools, and Educational Approaches: a Systematic Review. JTAM (Jurnal Teori dan Aplikasi Matematika), 8(4), 1327-1348.
    6. Ravan, K., & Huang, S. (2024). Assessing Computational Thinking in Engineering Education: A Systematic Review. Proceedings of the Canadian Engineering Education Association (CEEA).
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Data, 01. 10. 2026 **Semnătura,**