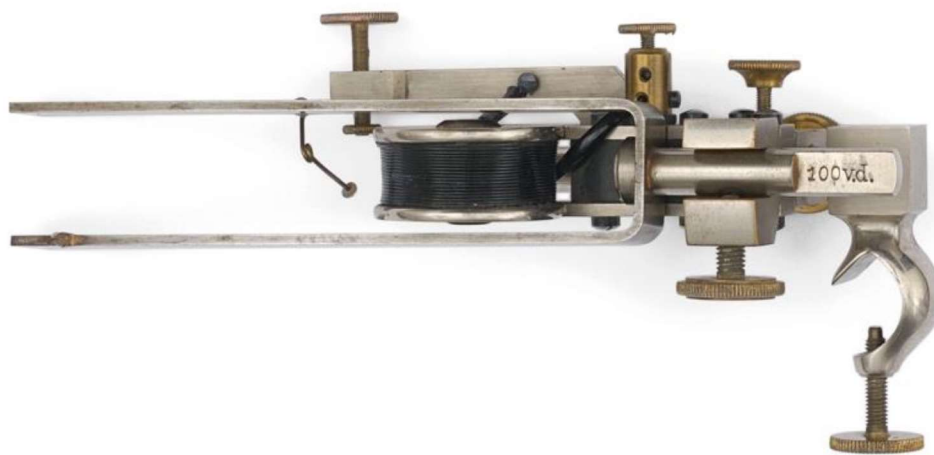*XXVIII SCIENTIFIC CONFERENCE*

EMPIRICAL STUDIES IN PSYCHOLOGY

31st MARCH – 3rd APRIL, 2022.
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

INSTITUTE OF PSYCHOLOGY
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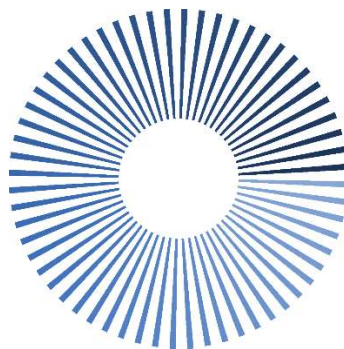XXVIII SCIENTIFIC CONFERENCE

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BELGRADE, 2022

Cover photo:
Electromagnetic tuning fork for direct time recording on kymographic band (E.Zimmermann, Leipzig-Berlin)

From the collection of old scientific instruments of the Laboratory of experimental psychology, Faculty of philosophy, University of Belgrade

Proofreading and layout by Milana Rajić and Milica Ninković

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achievement. The aim of this research was to examine which learning-strategies the secondary high-school students use during the new remote learning environment and how well do these strategies predict school achievement, while also taking into the look how these strategies differ in the newly created environment. For that purpose, we adapted four scales from the instrument MSLQ (Motivated Strategies for Learning Questionnaire; Pintrich et al., 1993). The questionnaire contains 26 questions, organized in four subscales representing different learning strategies: Elaboration, Organization, Critical thinking and Metacognitive self-regulation. In addition to these questions, students were asked to explain the difference in how they learn when classes are in schools and when they are online, if there is any. The sample collected by the snowball method was convenient, comprising 135 secondary school students – 1st to 3rd grade (82% of girls; Mage=16; SDage=.645), who took part in an online survey. Linear regression analysis showed that learning strategies can predict school achievement (β=.375, t=3.590, p<.001), but only Elaboration was a statistically significant predictor (R^2=.105; $F(4,130)$=3.807, p=.006). Conducted qualitative analysis of the answers to the additional (open-ended) question about the difference of learning in the classroom and remote learning situation showed that students report better attention and concentration during learning, a better understanding of learned material, better organization of classes, as well as greater engagement and greater effort during learning activities in a traditional, classroom teaching setting. Remote learning via Google Classroom was found better only for organizing free time and activities after "school time". Not only do these results indicate that elaborative learning is a prerequisite when it comes to school achievement, but they also point out that students find classroom learning environment more stimulating and beneficial, suggesting that the remote learning should be more engaging and involving.

Keywords: learning strategies, elaboration, remote learning, school achievement

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FEAR OF COVID-19 IN PRIMARY SCHOOL TEACHERS: A SURVEY STUDY IN SERBIA

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The advent of COVID-19 worldwide has led to consequences for people's health, both physical and psychological, such as fear and anxiety. Following their important role in the fast adjustment of the education system, teachers are seen as a possible vulnerable category for enhanced negative consequences of this crisis. The aim of this cross-sectional study was to identify the level of fear of COVID-19 in teachers working in primary schools in Serbia and to determine whether there are any differences in fear levels according to gender, age, and working category. A total of 817 teachers (15.2% male) from public primary schools in Serbia, age from 23 to 64 (M = 45.56, SD = 9.35), took part in the study via an online survey

from February to April 2021. From the sample, 34.4% teachers teach in the first education cycle and 65.6% in the second. Teachers were contacted through email addresses of schools, including the invitation letter with information about the study, and the link to the online questionnaire. All the participants completed the survey anonymously and gave their informed online consent. Data on fear of COVID-19 were collected using the Fear of COVID-19 Scale (FCV-19S). The instrument consists of seven items, and the internal reliability of the scale was good, with a Cronbach's alpha of .84. The mean global FCV-19S score was 16.00 ± 6.06. Female teachers ($M = 17.15$, $SD = 6.21$) express slight, but statistically significant higher levels of fear ($t(795) = 2.98$, $p < .01$, g = 0.29) than their male colleagues ($M = 14.50$, $SD = 5.96$). Teachers of the first education cycle ($M = 16.25$, $SD = 6.02$) express similar statistically significant higher levels of fear ($t(788) = 3.95$, $p < .001$, g = 0.29) than those of the second cycle ($M = 15.38$, $SD = 5.96$). Results show that age and FCV score correlate slightly positive ($r = .13$, $p < .001$). Emotional and physical responses were compared regarding these sociodemographic variables. Results show that the same differences are present in both emotional and physical response to fear of COVID-19: female teachers, teachers of the first education cycle and older teachers express slight, but statistically significant higher levels of both emotional and physical fear. Collected data can serve as a base-line for future exploration of vulnerable groups of teachers.

Keywords: fear of COVID-19, pandemic education, teachers, primary school

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BENEATH THE SURFACE OF LEARNING PREFERENCES IN MUSIC EDUCATION: THE STRUCTURE OF THE ADAPTED KANEVSKY'S POSSIBILITIES FOR LEARNING QUESTIONNAIRE

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The education of musically gifted students is dominated by teaching as individualized practice which meets students' musical capacities and developmental needs. From this perspective, teaching starts by exploring students' preferences in terms of learning content, and ways and conditions of acquiring knowledge, as well as how a teacher can support students in acquiring expert skills and reaching high-performance levels. Because of the specific educational goals and outcomes of music education, it is expected that musically gifted students also develop learning preferences that are different from those of gifted students in other fields. Aiming to support the educators in acknowledging musically gifted students' learning preferences and integrating them into teaching practice, in 2018 we began developing a scale intended for assessing musically gifted students' learning preferences in music education. In the first step we adapted Kanevsky's Possibilities for Learning–Version 3b questionnaire into a 67-item checklist for music education context. In the second step, fine-tuning some of the items, and adding 10 more from Kanevsky's questionnaire resulted in Adapted Possibilities for Learning–Version 3b Questionnaire (APL–V3bQ). APL–V3bQ consists of 77 7-point Likert-type items which need to be answered bearing only music-related subjects in mind. From March 2021 to January 2022, a convenience sample of 204

students from the Faculty of Music in Belgrade (156 undergraduate, 48 postgraduate; 63 male, 140 female, one other; 67 from theoretical departments, 137 from performing departments) filled in APL–V3bQ administered online. Aiming to explore the latent structure of APL–V3bQ, we have conducted exploratory factor analysis on all 77 items (Maximum likelihood method, Oblimin; $N = 184$; KMO = .75, χ^2 (2926) = 73132.11, $p < .001$). Although 22 factors had eigenvalues over 1 (Kaiser's criterion), in the final analysis, we retained five factors suggested by the scree plot (accounting for 31.42% of the variance). The factors describe students' preferences regarding different aspects of the learning process: process of learning, $\alpha = .87$, evaluation of learning, $\alpha = .78$, content of learning, $\alpha = .85$, pace of learning, $\alpha = .75$, and autonomy in learning, $\alpha = .65$. These patterns within the data are seen as outlines of the subscales constituting APL–V3bQ. Based on the obtained results, we will discuss possibilities for further improvements of APL–V3bQ, the dominant learning preferences of musically gifted students, and the implications of those for music education of musically gifted.

Keywords: learning preference, musically gifted, education of musically gifted, scale development

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PARENTAL PRACTICES RELATED TO LEARNING MATHEMATICS: DO PARENTS DIFFER?

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Parental involvement in children's schoolwork is associated with academic achievement, enhances intrinsic motivation for learning and reduces its developmental decline. However, not every parental practice is equally beneficial. The current study is part of an international project Co-constructing mathematics motivation in primary education - A longitudinal study in six European countries (MATHMot), which focuses on children's motivation for learning math. This research aims to identify groups of parents by the similarity of their practices related to mathematics learning and test if identified groups differ in their beliefs about mathematics ability (Dweck, 2008) and attitudes toward mathematics. The sample consisted of 153 parents of third-, four-, and five-graders, primarily mothers (79%) with higher education (80%). Three questionnaires: parental practices (18 items, 5 subscales), math attitude (9 items) and mindset (8 items, 2 subscales) set on a 4-point scale, were developed for the study and administered online. Cluster analysis (Ward's method) and discriminant analysis showed that three groups of parents could be identified (Wilks's $\Lambda = .19$, χ^2(10,153) = 247.47, $p = .00$; Wilks's $\Lambda = .66$, χ^2(4,153) = 60.94, $p = .00$). The first group, *High achievers* (parents focused on math tasks execution and insisting on hard work), gathers 60% of the parents. They help children organize their time for learning math and teach them math-learning strategies. They rarely use practices intended to make mathematics more engaging, relatable and challenging. These practices are highlighted in the second group, labelled as *Math enthusiasts* (12%), parents oriented toward task-intrinsic practices. They try to show how fun and relevant math can be through different everyday activities. The third group, labelled as *Passive parents* (27%), rarely use any practices. The three groups significantly