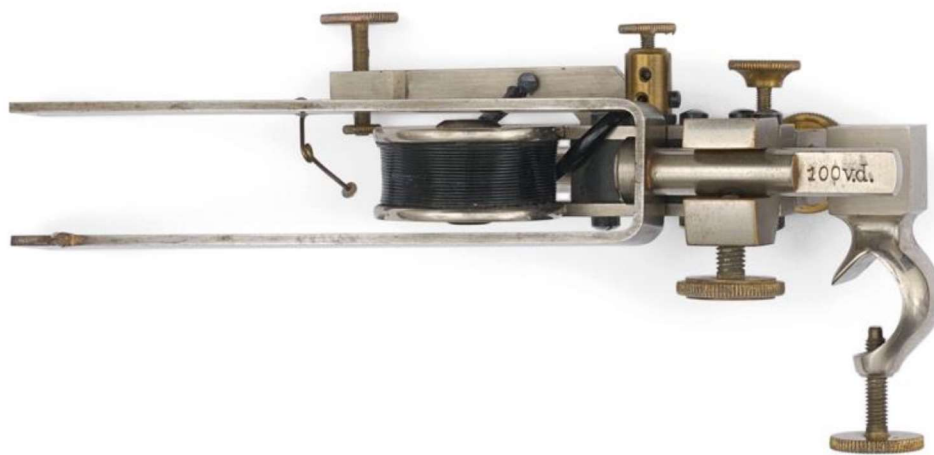


XXVIII SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

31st MARCH – 3rd APRIL, 2022.

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE



INSTITUTE OF PSYCHOLOGY
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
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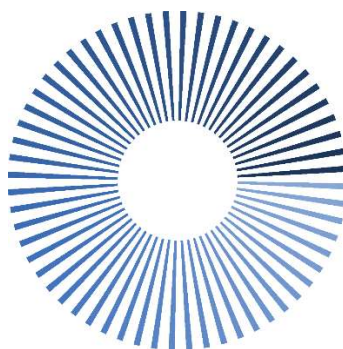
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BELGRADE, 2022

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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

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TEACHERS' DIGITAL COMPETENCES – THE ROLE OF PERSONAL AND
CONTEXTUAL FACTORS

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One of the consequences of the COVID19 pandemic is the requirement for teachers to make extensive use of various digital and on-line tools for distance teaching and learning. It follows that development and improvement of digital competences is essential for teachers. The aim of this study was to explore the differences in teachers' digital competences in relation to personal (age, years of experience, subject, continuous professional development (CPD)) and contextual factors (type and size of schools, colleagues and school support). The questionnaire was based on the European Digital Competence Framework for Educators (DigCompEdu), including a self-assessment instrument which distinguishes 22 teacher digital competences and six proficiency levels. The questionnaire was administered online via EU Survey. The study sample consisted of 689 in-service teachers from 27 secondary schools (vocational and general) in Serbia. Data analyses were conducted using IBM SPSS Statistics Software (v.21). The comparison of means were conducted (one way ANOVA test) in order to explore the differences in teachers' digital competences regarding their proficiency score. The results show that the teachers in the age group 25-29 years ($M=53.51$) obtained the highest proficiency score, while the lowest score was obtained by the teachers in age group 50-59 years ($M=47.91$) and those who had 60+ years ($M=46.24$, $F(4)= 4.53$, $p < .001$). Teachers who teach computer science, informatics and programming have the highest proficiency score in comparison to teachers of all other subjects ($M=63.14$ and $M=49.66$, $F(1)= 60.11$, $p < .001$). Teachers who had more opportunities to participate in CPD have a higher proficiency score. For example, teachers who participate in online training many times had highest proficiency score while teachers who reported that they have not participated in CPD have the lowest proficiency score ($M=61.26$ and $M=45.77$, $F(3)= 29.62$, $p < .001$). Teachers from general schools have a higher proficiency score than those from vocational schools ($M=53.94$ and $M=48.93$, $F(1)=20.60$, $p < .001$). There is no statistical difference regarding teaching experience, school size or colleagues support. The results stress the importance of the CPD for the advance of teachers' digital competence, especially for those at the end of their professional carrier and teachers from vocational schools.

Keywords: DigCompEdu, teachers, self-assessment, continuous professional development, digital competences

THE RELATIONSHIP BETWEEN EXTERNALIZING BEHAVIOR AND SCHOOL,
FAMILY, AND COMMUNITY BONDING

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Externalizing behavior, when present in adolescence, is a strong risk factor for more severe problems in adulthood, such as involvement in crime and addiction behaviors. Social bonding is recognized within the leading theoretical and practical prevention frameworks as a central

protective factor that affects externalizing behavior in children and young people. Guided with the premises that positive social bonding to family, school and community reduces the risk of developing externalizing behavior, a study was conducted during first half of the 2020/2021 school year with an aim of exploring the predictive strength of positive social bonding on externalizing behavior of elementary school students. Research data were collected on a sample of 637 students (51% of boys) aged 12 to 15 ($M = 13.16$, $SD = 1$) from six Belgrade primary schools. The Communities That Care – CTC Youth Survey (Arthur et al., 2002) was used to examine positive social bonding in the family, school and community domain. Scale for Externalizing problems (combined scales Behavior Problems and Hyperactivity) was taken from the Strengths and Difficulties Questionnaire (SDQ-Srp), version for adolescents' self-assessment (S 11-16). The results of the research show that, in the regression model, positive social bonding explains 23% of the variance of externalizing behavior ($F = 57.38$, $df1 = 3$, $df2 = 584$, $p < .001$, $R^2 = .23$), with strongest individual contribution from school bonding ($\beta = .27$, $p = .000$), followed with positive social bonding to family ($\beta = .23$, $p = .000$), while bonding to the community did not prove to be a significant predictor of externalizing behavior in students ($\beta = .07$, $p = .12$). Based on the research findings, it can be concluded that there are confirmations of protective effects of bonding in family and school, but they lack in the community domain. Based on the obtained results, general preventive efforts should be aimed at fostering positive family and school social bonding. Research data also suggests that other factors should be taken into account, considering that family and school bonding covers for 23% of the variance of externalizing behavior in students, leaving room for working on a number of other factors in efforts to prevent externalizing behavior.

Keywords: bonding, externalizing behavior, protective factors, primary school students

THE EFFECT OF STUDENTS' PERCEPTION OF TEACHING PRACTICES AND
PARENT'S EDUCATIONAL STATUS ON STUDENTS' SELF-EFFICACY IN
TELEVISED INSTRUCTION

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The COVID-19 pandemic induced distance learning worldwide. To overcome the „digital divide“ between students from socio-economically advantaged and those from disadvantaged families and schools, 68% of the 127 countries for which data are available (UNICEF, 2020) used televised instruction. Given the indirect and asynchronous nature of televised instruction, it brought concerns that students whose parents are less-educated can lag behind those from more educated parents. However, given the international consensus that quality of teaching is a vital factor of students' achievements and motivational beliefs (Hattie, 2009, Ladd and Sorensen, 2015; Muijs & Reynolds, 2000; OECD, 2019; Rivkin, Hanushek and Kain, 2005; Scheerens, 2016) we wondered if the quality of teaching practice could compensate for those inequalities? Considering these two presumptions, the main objective of this study is to examine the relative predictive effect of students' perception of teaching practices in TV classes (SPTP) and parents' educational status (PES) on one of the most important students outcomes – academic self-efficacy. The sample consisted of 1202 students from primary (23.84% of the sample) and lower secondary education (76.15% of the sample). The students evaluated the frequency of ten teaching practices in the science and humanities