XXVIII SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

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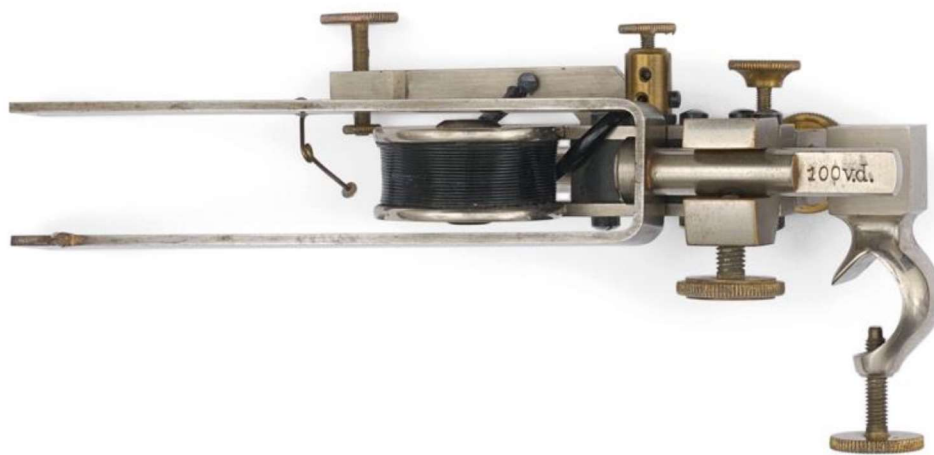FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

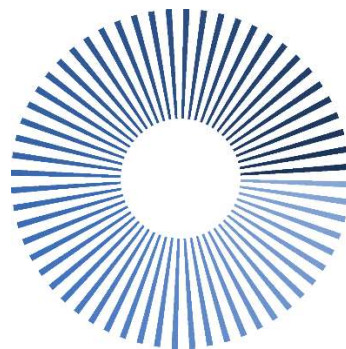## XXVIII SCIENTIFIC CONFERENCE

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FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

INSTITUTE OF PSYCHOLOGY

LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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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

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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; M_{age}=16; SD_{age}=.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

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

Branislava Popović-Ćitić
University of Belgrade – Faculty of Special Education and Rehabilitation | *popovb@eunet.rs*
Lidija Bukvić Branković
CEPORA – Center for Positive Youth Development, Belgrade
Marina Kovačević-Lepojević
Institute for Educational Research, Belgrade
Ana Paraušić
Institute of Criminological and Sociological Research, Belgrade
Marija Stojanović
Institute for Educational Research, Belgrade

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

Dejana Mutavdžin
Faculty of Music, University of Arts in Belgarde | *dejana.mutavdzin@fmu.bg.ac.rs*
Blanka Bogunović
Faculty of Music, University of Arts in Belgarde
Olja Jovanović
Faculty of Philosophy, University in Belgarde

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