



SAVREMENI TRENDOVI U PSIHOLOGIJI 2021

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KNJIGA SAŽETAKA BOOK OF ABSTRACTS



МИНИСТАРСТВО
ПРОСВЕТЕ, НАУКЕ И
ТЕХНОЛОШКОГ РАЗВОЈА

PRELIMINARNA VERZIJA
PAGINACIJA SE MOŽE PROMENITI

PRELIMINARY VERSION
PAGINATION MAY CHANGE



PLENARNA PREDAVANJA

PLENARY LECTURES

grammar schools in Zagreb participated in the study (five women and one man; age range: 32-62 years). The criterion of saturation (when descriptions of different participants began to repeat themselves), was used to establish the sample size. Participants' responses show that teachers most often use the method of direct frontal teaching, and that they usually assign homework, although some teachers do not regularly check students' solutions and understanding of the assigned mathematical problems. Teachers try to encourage students to find ways to solve mathematical problems on their own, but some of teachers do it when they have enough time for it, and some as a primary way of working. As a rule, low students' motivation and fear of mathematics are among the largest obstacles in teachers' work, and according to our participants, most students do not understand material in-depth. When assessing students' knowledge, all teachers use summative assessment, in which they score both the solution and the process of solving mathematical problems. They also use formative assessment through checking homework and asking questions in class to try to examine students' understanding of the material. Overall, we can conclude that mathematics' teachers in our sample usually manage to a lesser extent to encourage a deeper understanding of the material, connection with everyday life and integration of knowledge, due to low student motivation and excessive workload prescribed by the Ministry of Science and Education. These findings, in addition to shedding light on the reasons why students adopt inert knowledge and routine expertise rather than adaptive expertise, necessary for successful application of knowledge and development of mathematical literacy, help explain the findings of a broader set of studies on typical students' errors in learning mathematics.

Keywords: mathematics; teaching methods; motivation; knowledge evaluation

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Uverenja vaspitača i nastavnika o kreativnosti: od individualizma do aktivizma

Implicitne teorije kreativnosti čini skup uverenja o prirodi i razvoju kreativnosti koji utiče na to kako će kreativnost biti percipirana i kako će biti podržana u realnim uslovima. U tom smislu, uverenja nastavnika o kreativnosti predstavljaju značajan

aspekt njihovog odnosa prema kreativnosti učenika. U saopštenju se predstavljaju rezultati ispitivanja uverenja vaspitača i nastavnika o kreativnosti i njenom ispoljavanju u obrazovnom kontekstu. Cilj studije bio je da se identifikuju uverenja vaspitača i nastavnika koji rade na različitim nivoima formalnog obrazovanja. U ispitivanju su učestvovali vaspitači iz predškolskih ustanova, nastavnici osnovne škole, nastavnici srednje škole i univerzitetski nastavnici (N=645). Među ispitanicima su preovladavale žene (77,7%), dok je prosečna starost ispitanika bila 42 godine. Primenjen je Upitnik za ispitivanje implicitnih teorija o kreativnosti sa otvorenim i zatvorenim pitanjima. Analizirani su odgovori na pitanja o konceptu i ispoljavanju kreativnosti na svim nivoima vaspitanja i obrazovanja. Prikupljeni podaci obrađeni su primenom tematske analize sa unapred definisanim kodnim sistemom u okviru 4P Modela kreativnosti. Kvantitativna analiza je obuhvatila testiranje razlika u uverenjima vaspitača i tri grupe nastavnika. Utvrđeno je da su vaspitači i nastavnici dominantno definisa kreativnost kao kreativnu osobu (ličnost, sposobnosti, motivacija, znanje, talenat), dok su manifestacije kreativnosti češće viđene kao kreativni procesi (kognitivni, ekspresivni, praktični, imaginativni). Određivanje kreativnosti kao svojstva osobe nazvano je implicitni individualizam, a opažanje kreativnosti kao procesa implicitni aktivizam, što je bilo uporedivo sa naučnim teorijama kreativnosti. Dihotomija koja se pojavljuje u naučnim teorijama, gde dominira individualističko tumačenje kreativnosti odraslih i procesno tumačenje kreativnosti dece, kod nastavnika se javlja kao razlika između konceptualizacije i percepcije kreativnosti u obrazovnom procesu. Dobijeni rezultati diskutovani su u kontekstu potrebe za povezivanjem procesnog opažanja ispoljavanja kreativnosti sa individualističkim definicijama kreativnosti radi pružanja adekvatne obrazovne podrške kreativnosti. Obrazovna podrška opravdana je opažanjem kreativnosti kao procesa na koje se može uticati, ali ostaje nejasno da li i kada će ta podrška doprineti razvoju kreativne osobe. Zaključeno je da vaspitači i nastavnici treba da se upoznaju sa sopstvenim uverenjima u cilju izbegavanja njihovih ograničavajućih efekata na kreativnost njihovih učenika i studenata.

Ključne reči: kreativnost, nastavnici, uverenja, definicija, opažanje

Teachers' beliefs about creativity: From individualism to activism

Implicit theories of creativity are a set of beliefs about the nature and nurture of creativity that affect how creativity will be perceived and how it will be supported in real life conditions. In this sense, teachers' beliefs about creativity are relevant aspects of the way they relate to creativity of their students. Here are presented results of a study into teachers' beliefs on creativity and its manifestation in education settings. The goal of the study was to identify beliefs of teachers working at different levels of formal education. Teachers who participated in the study came

from preschool institutions, primary school, secondary school, and higher education (N=645). Majority of participants were women (77.7%), while the average age of the participants was 42 years. It was administered The Implicit Theories of Creativity Questionnaire with multiple open-ended and closed questions. We analyzed teachers' answers to questions regarding their definition of creativity and its manifestation at all levels of schooling. Collected data were analysed by means of thematic analysis with a predefined coding system within the framework of the 4P' Model of creativity. Quantitative analysis included testing differences in beliefs of four groups of teachers. It was found that teachers from all levels of schooling dominantly defined creativity as a creative person (personality, ability, motivation, knowledge, talent), while manifestations of creativity were more frequently seen as a creative process (cognitive, expressive, practical, imaginative). Defining creativity as a creative person was called implicit individualism, and perceiving creativity as a creative process was called implicit activism, which was comparable to scientific theories of creativity. The dichotomy that appears in scientific theories, where the individualistic interpretation of adult creativity and the process interpretation of children's creativity dominate, appears in teachers' beliefs as the difference between conceptualization and perception of creativity in the educational process. The obtained results were discussed in the context of the need to connect the process perception of creativity with individualistic definition of creativity in order to provide adequate educational support for creativity. Educational support is justified by the perception of creativity as a process that can be influenced, but it remains unclear whether and when this support will contribute to the development of a creative person. It was concluded that teachers need to learn about their own beliefs in order to avoid their limiting effects on students' creativity.

Keywords: creativity, teachers, beliefs, definition, perception

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