

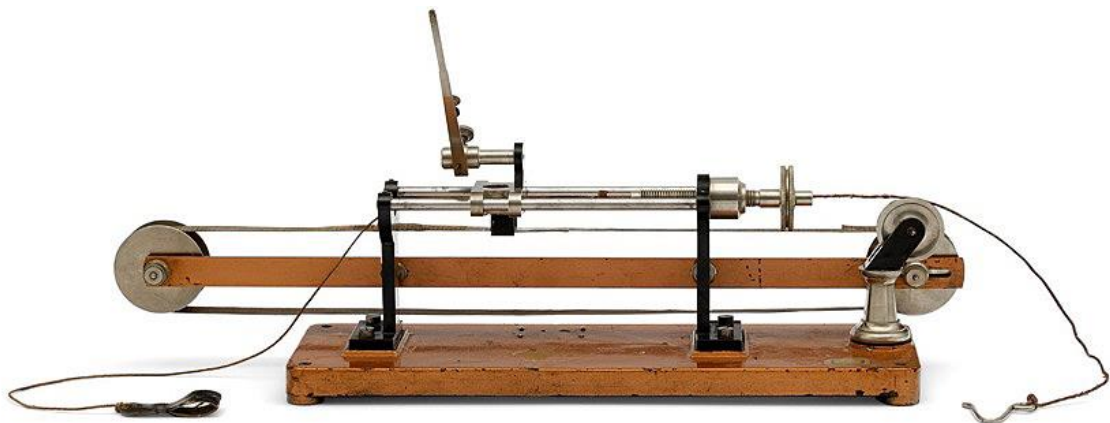
XXX INTERNATIONAL SCIENTIFIC CONFERENCE

# EMPIRICAL STUDIES IN PSYCHOLOGY

MARCH 22 – 24, 2024

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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INSTITUTE OF PSYCHOLOGY  
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY  
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

XXX INTERNATIONAL SCIENTIFIC CONFERENCE

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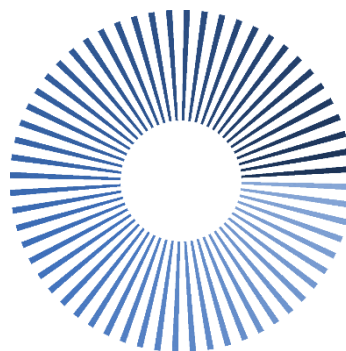
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BELGRADE, 2024

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Ergograph, after Mosso (G. Boulitte, Paris)

Device for testing the rate of fatigue under conditions of monotonous motion and loading. It consists of an arm support, a device for accurately measuring the shifts of a weight, and a set of weights (50 g – 2 kg). The subject's forearm is made immobile by firmly resting on the semicircular arm support. The forefinger and the ring finger are introduced into the tubes, while onto the middle finger a loop of a cord is fastened, carrying a weight. The lifting of the weight moves a slide. The height of a lift is traced with a metal pen and recorded onto the kymographic band. The lifting of the weight is also monitored by means of a sliding tape-measure (one meter-long). The tape rolls over two wheels unidirectionally, due to a blocker installed on the slide. Such a mechanism allows the evaluation both of a single lift and of the total amount of work expressed in millimeters. Some parts of an arm support are missing. The device was construed by Italian physiologist Angelo Mosso (1846-1910).

From the Collection of Old Scientific Instruments of the Laboratory of Experimental Psychology, Faculty of Philosophy, University of Belgrade

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EXPLORING ADULTS' MEDIATION IN COLLABORATIVE PROBLEM SOLVING  
AMONG ADOLESCENTS

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Peer Collaborative Problem Solving (CPS) is recognized as a pivotal factor in shaping positive learning outcomes and developmental progress across various educational levels. This systematic review aims to comprehensively synthesize existing research on the adults' scaffolding modalities that effectively facilitate adolescents' engagement in CPS. According to PRISMA guidelines, an extensive search across PsycInfo, WoS, and ERIC databases yielded 5256 English abstracts, from which 160 papers were selected for in-depth analysis. Among the chosen papers, 110 provided valuable insights into adult mediation, i.e. the supportive role of teachers/researchers. Notably, while 17 papers (15.4%) detailed cooperation training, scaffolding emerged as a predominant focus in the selected research (N = 78; 70.9%). Additionally, 13 papers (11.8%) explored both training and scaffolding methodologies. Examining the impact of such support on collaborative problem-solving, a majority of published papers reported positive effects (N = 60, 53.6%), with a minimal number indicating negative effects (N = 7, 6.3%). The remaining 44 papers (40%) did not analyse an impact of training or scaffolding on CPS. Thematic analyses uncovered crucial insights into the multifaceted ways in which adults (teachers/researchers) contribute to successful CPS. Moderation of peer interaction was observed through a tripartite focus on cognitive processes (N = 82; 75%), group discussions (N = 73; 66%), and classroom management (N = 23; 21%). The main characteristics identified in this review provide a comprehensive understanding of the dynamics involved in fostering effective CPS among adolescents. The ensuing discussion will delve into these characteristics, offering concluding remarks with pertinent educational implications.

**Keywords:** adolescence, collaborative learning, collaborative problem solving, peer interaction, systematic review

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