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**Objective:** Bullying is a problem for young people across the globe with long lasting negative consequences. Knowledge about what types of bullying that lead to negative consequences, and for whom, is important for preventive measures and treatment for young people that are victimized by bullying. The aim of this study was to investigate to what degree young people felt sad or hurt by different types of bullying (e.g. verbal, physical, indirect and cyber), and whether these relations were dependent on gender and age.

**Method:** The sample consists of 16 163 pupils from 5. to 10. grade in 93 schools in Norway assessed in 2019. All schools had implemented the Olweus anti-bullying program. The survey included information about which types of bullying young people experienced during the last months (13 questions) and whether they were hurt or sad by the bullying (2 questions). We conducted descriptive statistics and multilevel linear regression analyses.

**Results:** Being victimized by all types of bullying were uniquely related to feeling sad or hurt, and a higher frequency of bullying victimization were predictive of feeling more sad or hurt. Girls felt more sad or hurt than boys from verbal bullying and social exclusion, while boys felt more sad or hurt by photos or videoclips shared online than girls. Pupils in elementary school were more hurt by verbal and physical bullying compared to pupils in lower secondary school, while the opposite was the case for sexual bullying.

**Conclusions:** The fact that boys and girls and young people in different age groups reacted differently to some bullying types indicates that these dimensions should be considered when instigating preventive measures for bullying and when handling the consequences of bullying victimization.

**67**

## **What differentiates productive from unproductive adolescent groups engaged in collaborative problem-solving: A Qualitative Systematic Review**

Ivana Stepanovic Ilic<sup>1</sup>, Aleksander Baucal<sup>1</sup>, Smiljana Josic<sup>2</sup>

<sup>1</sup>University of Belgrade, Faculty of Philosophy, Department of Psychology, Belgrade, Serbia. <sup>2</sup>Institute for educational research, Belgrade, Serbia

### **Abstract (max 500 words)**

Peer interaction is widely recognized as one of the important factors of cognitive development, especially in constructivists and sociocultural approach. Having in mind that global demands for collaborative problem-solving (CPS) have sparked investigations of peer interaction in the educational context, we have reviewed research findings within that setting. We chose adolescents considering their advancements in cognitive and socio-emotional prerequisites to embrace and consider different views regarding argument exchange, in comparison to younger children, and their higher potential to further develop those competencies compared to the older population. Our main goal was to make a qualitative systematization of studies investigating face-to-face peer interaction within school context in order to extract characteristics which differentiate productive from unproductive groups of adolescents engaged

in CPS. The literature inspection using research strings within the three databases (PsycInfo, WoS, ERIC) yielded 5,256 human studies published in English between 2012 and 2022, which are uploaded to Covidence. The systematic narrative literature review was conducted in the form of an inductive-deductive thematic analysis of 160 papers, selected from the mentioned sample aligned with the steps in PRISMA guidelines. Interrater reliability was excellent (Cohen's  $\kappa=.92$ ; agreement percentage = 97%). We extracted six major themes differentiating productive from unproductive adolescent peer groups dialogues during CPS. The first was named Socio-Cognitive Aspects of Collaboration, associated with the quality of idea exchange and its potential to be a solid base for joint construction of meaning/knowledge. The second, Socio-Emotional Aspects of Collaboration is related to social and emotional processes in a peer group during problem-solving. The third theme entitled The Quality of Task/Problem-Solving Strategies is pertained to adequate reasoning and approaching the problem. The fourth and fifth groups describe two types of regulation within a peer group, one oriented towards the problem/task itself (The Regulation of Group Activity Oriented Towards the Task) and the other towards participants in the process (The Regulation of Group Activity Oriented Towards Group Members). The sixth one, Participant Engagement, reflected on the nature of adolescents' involvement in CPS. The number of identified themes describing peer dialogue during CPS has revealed the enormous complexity of social interaction and numerous factors influencing it. The obtained results are in accordance with similar literature reviews (Howe & Abedin, 2013; Asterhan & Schwarz, 2016; Gillies, 2016) but seem to have a particular focus on the quality of peer interaction and cover a broader spectrum of its features. Besides theoretical, our findings have practical implications and serve as a guidebook for teachers eager to contribute to productive collaboration between students in their classroom, but also for researchers who seek deeper understanding of the nature of peer interaction in order to develop new interventions focusing on productive dialogue features and prevention of unproductive peer interaction.

68

## **Does congruency of teacher judgments across students' educational trajectory matter for the development of motivation and self-esteem?**

Marlis Buchmann<sup>1</sup>, Jeanine Grütter<sup>2</sup>, Axinja Hachfeld<sup>2</sup>, Antonio Zuffiano<sup>3</sup>

<sup>1</sup>University of Zurich, Zurich, Switzerland. <sup>2</sup>University of Konstanz, Konstanz, Germany. <sup>3</sup>University of Rome, Rome, Italy

### **Abstract (max 500 words)**

Objective of the study

Since the pioneering study of Rosenthal & Jacobson (1968), research has documented that teacher judgments about student achievement can affect their school performance and developmental outcomes such as life satisfaction (e.g., Bergold & Steinmayr, 2023). However, most studies focus only on one teacher, not considering that teachers change between school years. Different teachers might hold different perceptions and judgments about one and the same student. Hence, the question arises whether (in)congruency of teacher judgments matters for a student's performance and developmental outcomes. We aim to answer this question by investigating the stable and variable components of