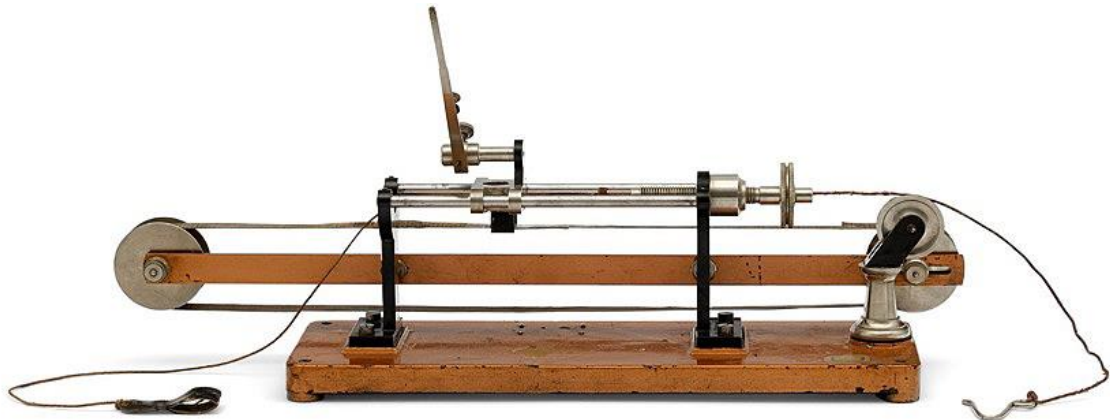


XXX INTERNATIONAL SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

MARCH 22 – 24, 2024

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE



INSTITUTE OF PSYCHOLOGY
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
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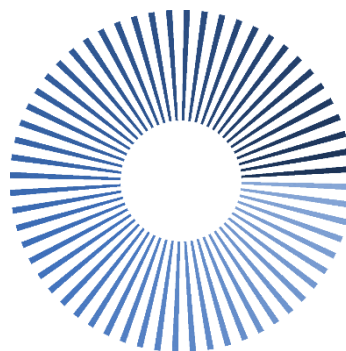
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Ergograph, after Mosso (G. Boulitte, Paris)

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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EDUCATIONAL EXPERIENCE OF GIFTED STUDENTS DURING THE EMERGENCY
REMOTE EDUCATION

Zora Krnjaić* & Nataša Simić

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Although there have been many studies on the effects of the Covid-19 pandemic and emergency remote education (ERE) on students, there has not been enough research about gifted students' experience. This paper aims to understand gifted students' perceptions of effective and ineffective school practices during ERE. Gifted students were recruited on the recommendation of school counselors based on demonstrated exceptional abilities and achievements in one or more areas. Thus, purposive homogeneous sample of gifted students in Serbia consisted of 19 gifted students from elementary schools and 11 secondary school students. Semi-structured interviews which covered various themes related to students' school and out-of-school life during the pandemic were conducted, but for this paper we focused on effective and ineffective school practices. Thematic analysis (inductive approach) yielded six themes referring to effective, engaging practices and eight themes referring to ineffective, disengaging practices. Gifted students positively assessed additional educational support, video conferencing and using LMS. Additional support was in the form of group or individual classes (in-person or online) or posting additional materials in LMS. However, students reported that additional classes were closely tied to competitions and that they are not organized regularly throughout the school year even in regular circumstances. Disengaging factors were predominantly related to traditional teaching methods and lack of interaction, absence of additional educational support from the school, difficult monitoring of assessment, epidemiological measures and lack of individualization and differentiation during the regular classes. Yet, many students showed understanding for teachers and have not developed negative emotions due to insufficient enrichment and support. In addition, when students initiated contact - teachers responded effectively. As a compensatory mechanism, younger students mentioned support from family, while secondary school students managed to improve their self-regulation and employ new learning strategies. We conclude that gifted students were not recognized as a vulnerable group, being left to organize themselves. Future studies should explore their needs related to ERE more deeply and acknowledge the perspectives of their teachers.

Keywords: gifted students, emergency remote education (ERE), teaching, educational support, qualitative study

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