



SAVREMENI TRENDOVI U PSIHOLOGIJI 2023

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side and physics performance and general school performance on the other. Epistemic curiosity can be defined as a drive to know and it is triggered by puzzles and gaps in the knowledge (Berlyne, 1954). It can be specific - narrowly focused on a specific topic or diversive - directed towards a wide range of topics (Litman & Spielberger, 2003). As for metacognitive abilities, metacognitive knowledge refers to the knowledge about oneself as a learner, how to perform particular strategy and when a certain strategy should be applied (Schraw & Dennison, 1994). Metacognitive regulation includes elements that coordinate cognitive processes: planning, information management, monitoring, evaluation and debugging in the process of thinking and learning (Schraw & Dennison, 1994). Respondents of this study were 270 elementary school students from 7th and 8th grade (49.6% male) in Serbia. The administered questionnaire consisted of three parts: 1) Jr. MAI Version B (Sperling et al., 2002) that measures metacognitive awareness, 2) Epistemic curiosity scale (Litman & Spielberger, 2003), 3) Socio-demographic variables (gender, grade and parent's occupation). Multivariate general linear modeling showed that there is no significant effect of epistemic curiosity and its interaction with metacognition while metacognitive abilities are significantly related to physics and general school performance. Metacognitive knowledge is positively related to all measured student's performances, especially physics, while metacognitive regulation is negatively related to physics performance but there was no significant effect on general school performance. It seems that traditional way of teaching is more fitting for metacognitive knowledge while metacognitive regulation, in this context, could even be detrimental for physics learning. Since there were no significant effects of epistemic curiosity on physics performance and general school performance, the assumption is that this lack of its positive effect might be due to the neglect of curiosity development in schools. These results provide a novel insight which could be of benefit to both the scientific community and school practice.

Keywords: Metacognition, epistemic curiosity, physics teaching, school performance, elementary school



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Delamo zajedno, učimo zajedno: Primena Teorije delatnosti na proučavanje škole kao zajednice učenja

Kako bismo pristupili sistemskom sagledavanju kompleksne umreženosti aktera jedne školske zajednice usmerenih na postizanje obrazovnih ciljeva, oslanjamo se na koncept škole kao zajednice učenja (ZU). Integrativni model škole kao zajednice učenja (OECD,



2016) specifikuje 7 dimenzija koje konstituišu ZU: 1) postojanje ciljeva, misije i vizije škole, a koji su usmereni na učenje učenika; 2) postojanje jake podrške profesionalnom razvoju zaposlenih; 3) izražena kultura kolaboracije kojom se uvezuje delovanje različitih aktera; 4) postojanje klime koja podržava eksploraciju strategija rada i razmatranje inovativnih pristupa; 5) donošenje odluka koje počivaju na rezultatima stanja i/ili napretka; 6) povezanost ustanove sa njenim spoljašnjim okruženjem; 7) praktikovanje liderstva direktora škole koje je usmereno na učenje. OECD model predstavlja značajan napredak u sistematizaciji dimenzija ZU. Međutim, izostaje konceptualizacija njihove međupovezanosti, koja bi omogućila razumevanje dinamike, tj. funkcionisanja škola kao ZU i mapiranja dinamičkih aspekata sistema koji oblikuju dalju transformaciju škole u ZU. Kako bismo prevazišli identifikovani nedostatak, predlažemo proučavanje ZU, koncipirane preko OECD modela, kroz okvir kulturno-istorijske Teorije delatnosti (KITD) treće generacije (Sannino & Engestrom, 2018). Cilj ovog rada je predstavljanje konceptualne kompatibilnosti ovih pristupa, te komparativne prednosti proučavanja ZU kroz okvir KITD. Na osnovu konceptualne analize, identifikovana je epistemološka kompatibilnost dva pristupa, koju prepoznamo u tome što su oba: a) sistemski pristupi; b) stanovišta da su psihološki procesi i praksa posredovani simboličkim i materijalnim socio-kulturnim resursima; c) uverenja da je ZU sistem koji je fleksibilan, tj. prilagođava se spoljašnjim promenama; d) usmereni na unapređenje prakse. Komparativne prednosti proučavanja ZU kroz okvir KITD mapirane su u: a) naglašavanju značaja dijahrone dimenzije, tj. u praćenju istorijskih transformacija sistema, koje omogućava posmatranje toga kako se objekat sistema (školska misija i vizija) reprodukuje, uz reprodukciju praksi koje ga podržavaju; b) jačem naglasku na istraživanju toga kako materijalni resursi oblikuju školsku praksu; c) usmerenju na inherentne kontradikcije sistema, koje omogućavaju mapiranje mesta njegove ranjivosti, ali i mogućeg rasta; d) većoj kulturnoj osetljivosti - tezi da ono što predstavlja dobru praksu u različitim ZU zavisi od specifičnog sociokulturnog konteksta. Zahvaljujući jasnijoj konceptualizaciji elemenata sistema (objekat, subjekti, alati, zajednica, pravila, podela rada) i njihovih međusobnih interakcija, a time i osetljivosti za različite aspekte koji posreduju razvoj ZU, KITD predstavlja dobro polazište za buduće empirijske studije usmerene na razvoj škola kao ZU. Posebnu vrednost ovakvog pristupa vidimo u mogućnosti identifikovanja načina na koje se dobre prakse reprodukuju i dalje transformišu u školi kao ZU.

Ključne reči: zajednica učenja; Teorija delatnosti; obrazovni kontekst; unapređivanje obrazovnog procesa

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We act together, we learn together: Activity theory as a framework for exploring school as learning community

In order to systematically study the complex network of school actors who work together in achieving educational goals, we rely on the concept of school as a learning



community (LC). The Integrative model of the school as a learning organization (OECD, 2016) specifies 7 dimensions that constitute the LC: 1) establishment of school mission and vision aimed at student learning; 2) devotion to the professional development of the staff; 3) culture of collaboration that binds the actions of different actors; 4) culture that supports the exploration and innovative approaches; 5) data-based decision making; 6) collaboration of the school and the external environment; 7) school principal leadership focused on learning. OECD model represents a significant improvement in the systematization of the dimensions of LC. However, it lacks conceptualization of their interconnectedness, which would advance our understanding of the dynamic aspects of the schools as LSs and, hence, dynamic factors that affect further transformation of the schools into LC. In order to overcome this shortcoming, we suggest studying the LCs, defined in the OECD model, through the lens of cultural-historical Activity theory (CHAT) of the third generation (Sannino & Engestrom, 2018). The aim of this paper is to present a conceptual overview of the compatibility of these frameworks, and comparative advantages of studying the LC through the lens of CHAT. Conceptual analysis revealed the epistemological compatibility of the two approaches, in sense that both: a) are systemic approaches; b) view psychological processes and practice as mediated by symbolic and material socio-cultural resources; c) define LC as a flexible system, i.e. adaptable to external changes; d) aim at improving practice. The comparative advantages of studying LC through the lens of CHAT are recognized in: a) emphasizing the importance of the diachronic dimension - mapping the historical transformations of the system, which shows how the object (school mission and vision) is reproduced, along with the reproduction of the practices that underpin it; b) stronger emphasis on studying how material resources shape professional practices; c) focusing on the inherent contradictions of the system, which aid in mapping places of its vulnerability, but also of possible growth; d) greater cultural sensitivity - what counts as a good practice in a particular school depends on its specific sociocultural context. As a result of a clearer conceptualization of the elements of the system (object, subjects, tools, community, rules, division of labor) and their mutual interactions, and, thus, sensitivity to the various aspects that mediate the development of the LC, CHAT represents a good starting point for future empirical studies of schools as LCs. The distinctive value of this approach, as we see it, is the possibility of identifying the ways in which good school practices are reproduced and further transformed within a school as LC.

Keywords: learning community; Activity theory; educational context; improving educational practice

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