

BOOK OF ABSTRACTS OF THE
XXXII INTERNATIONAL SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

MARCH 27–29, 2026

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE



INSTITUTE OF PSYCHOLOGY
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
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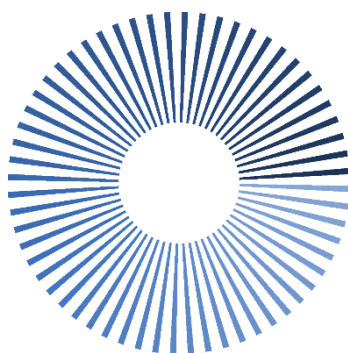
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BELGRADE, 2026

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BONNARDEL

(Clamart, Seine)

An instrument for assessing oculomotor coordination and manual dexterity.

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

DOI:10.21301/EIPv32abstracts

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THE POTENTIAL OF DESIGN-BASED RESEARCH FOR INNOVATIVE TEACHING:
TEACHERS' PERSPECTIVES ON STRENGTHS AND CHALLENGESNataša Simić¹, Vladeta Milin² & Jelena Vranješević²¹University of Belgrade, Faculty of Philosophy, Institute of Psychology²University of Belgrade, Faculty of Philosophy, Department of Pedagogy and Andragogy

As a response to the insufficient effectiveness of existing continuous professional development programs for teachers, as well as the limited use of collaborative methods in schools, the Co-CREATE project developed a program based on the Design-Based Research (DBR) approach. The program involved researchers who served as session facilitators (experts in education or psychology), teachers from secondary vocational schools, and secondary school students. Over the course of one school year, DBR participants are collaboratively creating innovative Computer-Supported Collaborative Learning (CSCL) lesson plans (first phase: 3–4 collaborative sessions), teachers are implementing them (second phase), and finally, all DBR participants are evaluating their effectiveness (third phase: 1–2 collaborative sessions). The aim of this study was to contribute to a scarce knowledge base about teachers' professional development through DBR by mapping teachers' experiences with the first phase DBR sessions while developing CSCL lesson plans for the school subject Computer Science. In total, 11 teachers (6 female) from Croatia, Portugal, Serbia, and Spain completed a questionnaire that included scales on the effects of the first phase of DBR and open-ended questions. Teachers reported modest changes ($M = 3.2$ on a 1–7 scale) in their communication competencies and in their beliefs about lessons, students, and teaching methods. Qualitative content analysis identified several positive aspects grouped into three main themes: (1) collaborative teamwork, (2) creative lesson design, and (3) authentic, real-life learning contexts (as teachers created lesson plans on topics genuinely present in their curriculum and relevant for their students). Identified challenges included: (1) aligning pedagogical goals with technical and time constraints (as all lesson-plan materials had to be integrated into a specific e-learning platform that teachers had not used before), (2) coordinating diverse perspectives within interdisciplinary teams, and (3) ensuring the feasibility and coherence of lesson plans across varied contexts (given the aim of creating sustainable and transferable lesson plans). Despite a limited scope, this study suggests that collaborative, interdisciplinary, and cross-cultural approaches in teacher professional development have a potential to produce positive changes in innovative outputs, such as creative lesson plans for students. However, the process requires clear communication and flexibility, careful balancing of creativity with practicality, and a greater investment of time than in typical settings.

Keywords: teachers; competences; Design-Based Research (DBR); Computer-Supported Collaborative Learning (CSCL); Computer Science

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This paper is a result of activities carried out within the project CO-CREATE – Computer-Supported Collaborative Learning for Inclusive Education, funded by the European Commission (2024-1-RS01-KA220-SCH-000253208). Special gratitude goes to the Universitat Pompeu Fabra TIDE Research Group on Interactive and Distributed Technologies for Education and Institut Bernat el Ferrer, as well as to the Associação Comercial e Industrial de Fafe e Cabeceiras de Basto, represented by two schools: Escola Profissional CISAVE and Escola Profissional de Fafe. We also thank Fondacija Petlja and their associates - teachers from the School center Nikola Tesla (Vršac, Serbia) Radlovački Svetlana and Radlovački Velimir, and Centar tehničke kulture Rijeka and their associates - teachers Mirna Vitković (Medical School Rijeka, Croatia), Emma Bolf (Medical School Rijeka, Croatia), and Dijana Liverić (Private Gymnasium Andrija Ljudevit Adamić).