haviour in the classroom. Nevertheless, little is still known about teachers’ attitudes towards using research findings in the teaching context. The aim of the study is therefore to determine the attitudes of pre-service and in-service primary education teachers towards evidence-based teaching regarding the level of their professional expertise (i.e. pre-service teachers vs. experts). Using the mix-method research design students (N = 181) and their mentors from teaching practice (N = 181) filled-out the self-report questionnaire. The results showed that all participants hold positive attitudes towards evidence-based teaching, furthermore differential analysis showed that pre-service teachers hold statistically higher positive attitudes than their mentors from teaching practice do.

**Teachers’ character strengths in a classroom**

Polona Gradišek  
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia  
Contact: polona.gradisek@pef.uni-lj.si

Character strengths are positive individual traits that are morally valued. Research has shown numerous beneficial outcomes of recognizing one’s own character strengths and using them in personal and professional life. The nature of a teaching profession underlines the importance of teacher’s personality; and character strengths represent its interesting aspect. The aim of the present study was to investigate the relationship between teachers’ character strengths, effective classroom management and satisfaction of students. The sample consisted of middle school and high school teachers of Slovenian language (n = 68) and their students (n = 1151, M_age = 16.2 years). Teachers filled in the VIA-IS questionnaire on self-reported character strengths. Students reported how they perceived their teachers’ character strengths and classroom management and how satisfied they were with their teachers. Results have shown that teachers with higher endorsement of self-reported character strengths of zest, love, kindness, gratitude, hope, and humour were perceived as better classroom managers by their students. Students were more satisfied with teachers in which they recognized more of transcendence, humanity and knowledge strengths; students also assessed classroom management of teachers with these strengths as more positive. Hierarchical linear modelling was used to examine the relationship between teachers’ character strengths, classroom management, and students’ satisfaction. Students’ perception of their teachers’ character strengths and classroom management were found to be important predictors of student satisfaction. Hence, teachers’ character strengths contribute to effective classroom management and students’ satisfaction; they also contribute to student achievement, what was found in another model. Teachers should be encouraged to recognize and develop their character strengths and use them in interactions with their students.

**Attitudes towards evaluation: development of a multifactor questionnaire**

Giovanni Battista Flebus, Laura Benedan  
University of Milano-Bicocca, Milan, Italy  
Contact: giovannibattista.flebus@unimib.it

This study aimed to explore students’ attitudes toward evaluation during the examination and assessment process in universities. A questionnaire was created and validated to evaluate perceptions of the importance of university evaluations from an individual perspective as mediated by the external environment. The questionnaire also intended to assess emotional experiences related to the evaluation phase and the influence of external elements, such as expectations, self-efficacy and internal or external locus of control on the final results. The answers of a sample of over 700 students from several universities in Milan were subjected to factor analysis. Eight factors were thus individualized and interpreted. Reliability analysis helped to discard inefficient items. The questionnaire presented satisfactory reliability and can be used with undergraduate students.

**Symbolic and non-symbolic number representations and cognitive control**

Katja Depolli Steiner, Cirila Peklaj  
Department of Psychology, Faculty of Arts, University of Ljubljana, Slovenia  
Contact: katja.depolli-steiner@ff.uni-lj.si

There are a lot of situations in everyday life where one needs to estimate quantities and relations between them. Mathematics is one of the basic subjects in school curriculum and at the same time a cause of a lot of troubles for several pupils. Therefore, it is very important to understand factors that can impact the representation of numerosity at the beginning of schooling in order to help students to overcome their problems with mathematics as soon as possible. The research in numerical development emphasizes the importance of non-symbolic and symbolic number representations, as well as the importance of cognitive control, for success in basic arithmetic operations. The aim of our study was to find out the relationships between non-symbolic and symbolic magnitude estimation and some dimensions of cognitive control in pupils. Approximately 300 pupils from 1st, 2nd, and 3rd grade from five Slovenian primary schools participated in the study. Non-symbolic and symbolic magnitude estimation was measured with four tests: Number line estimation test (symbolic to non-symbolic representation and non-symbolic to symbolic representation of magnitudes), Area estimation test (non-symbolic representation) and Number comparison test (symbolic representation). Cognitive control measures included: WM tests (digit span forward and backward), Trail making test for measuring visual attention and task switching, and Conjunctive visual search test for measuring speed and efficiency of top-down processing in visual attention. We will present the first results of the study and discuss possible implications for educational practice.