ity of shared reading with the Scale for Observing Shared Reading, which was developed for the purpose of this study. It contains 18 items referring to parental and child behaviour and verbal interaction during shared reading. Children’s storytelling was assessed using the textless book frog goes to dinner. We found that the quality of mother-child shared reading was positively related to the coherence of the child’s story. Additionally, we analysed the quality of interactions between mothers and children during shared reading. The mothers most often maintained child’s interest in the story by pointing to illustrations, directing child’s attention verbally and by using animating voice and vocalization. On the other hand, mothers the least frequently used metaphors, words to describe feelings and wishes or asked questions about cause and effect relationships. The findings give an insight into the quality of the parent-child shared reading and emphasise the importance of shared reading for child’s storytelling.

The relationship between the parental behaviour of fathers and mothers and open and relational aggression among adolescents

Marija Šarić Drnas, Tea Pavin Ivanec, Renata Miljević Ridički
Faculty of Teacher Education, Zagreb, Croatia
Contact: marija.saric@ufzg.hr

Within the context of the unfavourable effect of parental behaviour on the development outcomes of children, the aggressive behaviour of children is often mentioned as an externalised problem. The link between parental behaviour and children’s open and relational aggression may differ depending on the parent’s gender and the child’s gender. This study attempts to determine the contribution of parental behaviour in explaining the aggressive behaviour of adolescents, and to test whether open and relational aggression among adolescents can be predicted on the basis of the mother’s and father’s parental support, restrictive control, and leniency. A total of 605 third-grade students (41.1% girls and 54.9% boys) from eight secondary schools in the City of Zagreb participated in the survey. Data were collected on the basis of a self-completion questionnaire. Analyses to obtain descriptive statistics indicators were used in processing the data, as well as tests of the significance of differences, correlations, and standard multiple regression analyses. The results show that the open aggression of boys can be significantly predicted by the restrictive control of mothers, while the girls’ open aggression can be significantly predicted by the mother’s restrictive control and leniency and weak support from the father. In terms of relational aggression among adolescents, significant predictors were the restrictive control by mothers and fathers, weak support by the father and the leniency of the mother. The obtained results are explained as part of the attachment theory and social learning theory.

Educational psychology 1

Primary school teachers’ self-perceptions of teamwork skills and teamwork practice in Slovenia

Alenka Polak, Ana Barle
Faculty of Education, University of Ljubljana, Slovenia
Contact: alenka.polak@pef.uni-lj.si

The most important teamwork skills include communication skills, compromising skills, constructive criticism skills and the skill of motivation and giving support. Teamwork in the field of education happens when two or more teachers focus their educational goals at the same group of students in the framework of a specific pedagogical activity. Teamwork of teachers comprises three interrelated stages: team planning, team teaching and team evaluation. Within teamwork approach, we can provide more differentiated teaching and teamwork for students, faster feedback information, didactically diverse lessons and an example of interpersonal acceptance and resolution of intellectual conflicts, which allow for higher motivation and better knowledge of the students. At the same time, the teachers develop their interpersonal communication skills and increase the ability of perceiving information from different points of view, which they can then critically evaluate and include into their own mind system. The empirical survey, based on quantitative researching approach and the questionnaire, include 167 primary teachers, all females from different Slovenian primary schools. The main goal of the survey was to find out how often the professionals in the primary school in Slovenia perform the teamwork, how they perceive their teamwork skills and which benefits of team work they perceive. In the focus will be also the correlations between the recognized teamwork skills and benefits of teamwork in relation to the perception of team efficacy. Research findings lead to some psychological aspects of teamwork skills and some conclusions regarding the teamwork as a part of educational psychology in teacher education.

Teachers’ attitudes towards evidence-based teaching: A comparison between attitudes of pre-service and in-service primary education teachers

Urška Žerak, Mojca Juriševič
Faculty of Education, University of Ljubljana, Slovenia
Contact: urska.zerak@pef.uni-lj.si

Evidence-based teaching, which outgrows intuitive practices, enables teachers to broaden the field of professional reflection and decision making, improve their teaching methods and approaches and provide effective support to students in specific learning contexts. Research on teachers and teaching has shown that teachers’ attitudes have a vital impact on their teaching practices, classroom management, and everyday be-