

CURRICULUM VITAE

Ivana Stepanović Ilić, PhD in Developmental Psychology

Education and scholarships:

Graduated on 5th March 1997 with First Class Honours (9.72 out of 10) as the best student of the generation, with her developmental psychology graduation paper entitled *Empirical Testing of The Horizontal Decalage* defended before Prof. Ivan Ivić marked 10 out of 10.

Between 1993 and 1995 Ivana received a scholarship from the Ministry of Education, and between 1995 and 1997 from the Foundation for the Development of Scientific and Artistic Youth.

Her average mark in her postgraduate exams was 10.00 out of 10 and her MSc thesis entitled *Formal Operations and the Influence of Family Context on Their Development* was defended in June 2003 before her thesis supervisor, Prof. Ivić, and other committee members.

In September 2010 Ivana defended her PhD thesis entitled *The Role of Asymmetrical Peer Interaction in Development of Formal-operational Thinking*, completed under the supervision of Professor Aleksandar Baucal.

Employment:

1997- 2021 - Researcher at Institute of Psychology, educational unit of Faculty of Philosophy, University of Belgrade.

2015-2021 Had of Institute of Institute of Psychology, educational unit of Faculty of Philosophy, University of Belgrade.

2019 - Associate professor at Department of Psychology, Faculty of Philosophy, University of Belgrade.

2021- President of the Financial Committee of the Faculty of Philosophy in Belgrade

Research interests:

Ivana's area of research (in the fields of developmental psychology, educational psychology and social psychology) includes development of thinking in adolescence and the influence of societal factors (peer interaction and parents) on that development, collaborative problem solving among adolescents, topics concerning the life of youth and their socialisation (spare time, music engagement, values, role models), education (peer interaction, drop out, STEAM, competence development) social welfare of children and the young, as well as combining developmental and organisational psychology in the field of organisational changes.

Relevant qualifications:

Throughout more than 25 years of committed work in psychological research, Ivana has taken part in realising numerous research projects and led many of them. She is experienced in organizing, developing and conducting independent research using both quantitative and qualitative methods.

She participated in developing policy recommendations for education sector (reducing drop

out on all educational levels, preschool education, developing competencies), social welfare (of children and youth) and youth sector (the strategy of youth development) in Serbia.

She has been supervisor and committee member of PhD and master thesis in Serbia and abroad.

Ivana has published two monographs in Serbian on her own dedicated to the influence of societal factors on adolescents cognitive development and one as a co-author about fostering of critical thinking in secondary school students. She is an author of more than 10 chapters in monographs in English and Serbian related to cognitive development, education and youth. She is the author of more than 30 papers in English and Serbian, and has had numerous presentations in international and in domestic scientific conferences.

She is a peer reviewer for the many international journals (e.g. *PLoS ONE*, *Frontiers in Psychology*, *Frontiers in Education*, *European Journal of Psychology of Education*, *Psihologija*) and scientific conferences organised by various professional associations (ISCAR, EARLI, ESCOM).

For more than 15 years she is a member of program and organising committee of the most esteemed scientific event in the field of psychology in Balkans, *Empirical Research in Psychology*, coordinated by the Institute of Psychology and the Laboratory for Experimental Psychology, the Faculty of Philosophy in Belgrade. Member of program and organising committee of the international conference Psychology and Music –Interdisciplinary Encounters organised by ESCOM in 2019 and 2022. Member of the local organising committee of the conference of Jean Piaget Society that is going to be held in Belgrade in 2025.

Language skills:

Serbian (native speaker), English (speaking, reading and writing). Russian (speaking, reading and writing).

Membership in professional associations:

ISCAR – The international society of cultural-historical activity research

EADP – European association for Developmental Psychology

EARLI – The European Association for Research on Learning and Instruction

JPS – Jean Piaget Society

DPS – Serbian Association of Psychologists

Selected Bibliography (listed by the type of work)

Papers published in journals

1. Krstić, K., Nikitović, T., Altaras, A., Marjanović, Z. J., Jošić, S., Videnović, M., Zdravković, K. M., Rajić, M., **Ilić, I. S.**, Babić, D. P., Ivanović, J., & Baucal, A. (2025). Toward an Evidence-Based Framework for Training Students' Collaborative Problem-Solving Skills: Introducing and Testing the PEER Model. *Journal of Educational Psychology*. Advance online publication. <https://dx.doi.org/10.1037/edu0000950>
2. **Stapanović Ilić, I.**, Peixoto, F., Dabić Boričić. M., Videnović, M., Castro Silva, J., Ferreira, N., and Monteiro, V. (2025) Construction of a scale measuring primary teachers' self-efficacy to teach STEAM: the STEAM-TSES. *Frontiers in Education*, 9:1519327. <https://doi.org/10.3389/feduc.2024.1519327>

3. Jolić Marjanović, Z., Krstić, K., Rajić, M., **Stepanović Ilić, I.**, Videnović, M., & Altaras Dimitrijević, A. (2024). The Big Five and Collaborative Problem Solving: A Narrative Systematic Review. *European Journal of Personality*, 38(3) 457-475. <https://doi.org/10.1177/08902070231198650>
4. **Stepanović Ilić, I.**, Krnjaić Z., Videnović, M., & Krstić, K. (2024). How do adolescents engage with music in spare time? Leisure patterns and their relation with socio-demographic characteristics, well-being, and risk behaviors. *Psychology of Music*, <https://doi.org/10.1177/03057356241254458>
5. Baucal, A., Jošić., S., **Stepanović Ilić, I.**, Videnović, M., Ivanović, J., & Krstić, K. (2023). What makes peer collaborative problem solving productive or unproductive: A qualitative systematic review. *Educational Research Review*, 41, 100567. (нео текст) <https://doi.org/10.1016/j.edurev.2023.100567>
6. **Stepanović Ilić, I.**, Nikitović, T., Blažanin, B., & Mojović Zdravković, K. (2023). Media Figures as Adolescent Role Models: (Dis)Similarities Between Millennials and Generation Z. *Psihološka istraživanja*, 26(2), 239-267. <https://doi.org/10.5937/psistra26-45395>
7. Sharif Nia, H., Marôco, J., She, L., Khoshnavay Fomani, F., Rahmatpour, P., Stepanovic Ilic, I., Mohammad Ibrahim, M., Muhammad Ibrahim, F., Narula, M., Esposito, G., Gorgulu, O., Naghavi, N., Pahlevan Sharif, S., Allen, K-A., Kaveh, O., & Reardon, J. (2023). Student satisfaction and academic efficacy during online learning with the mediating effect of student engagement: A multicountry study. *PLoS ONE*, 18(10): e0285315.
8. **Stepanović Ilić, I.**, & Baucal, A. (2022). Why more competent adolescents advance or regress after asymmetrical peer interaction: Studying dialogue characteristics that make a difference. *Psihologija*, 55(4), 443-465. <https://doi.org/10.2298/PSI200511004S>
9. Assunção, H., Lin, S., Sit, P., Cheung, K., Harju-Luukkainen, H., Smith, T., Maloa, B., Álvares Duarte Bonini Campos, J., **Stepanovic Ilic, I.**, Esposito, G., Francesca, F. M. & Marôco, J. (2020). University Student Engagement Inventory (USEI): Transcultural Validity Evidence Across Four Continents. *Frontiers in Psychology*, article No. 2796. <https://doi.org/10.3389/fpsyg.2019.02796>
10. Marôco, J., Assunção, H., Harju-Luukkainen, H., Lin, S-W., Sit, P-S., Cheung K-C., Mlaoa, B., **Stepanovic Ilic, I.**, Smith, T. J. & Campos J. A. D. B. (2020) Predictors of academic efficacy and dropout intention in university students: Can engagement suppress burnout? *PLoS ONE*, 15(10), e0239816. <https://doi.org/10.1371/journal.pone.0239816>

Monographs and papers published in monographs

1. **Stepanović Ilić, I.**, Videnović, M., Krnjaić Z., & Krstić. K. (2024). Adolescent Musical Preferences and their Relationship with Schwartz's Basic Values. In: B. Bogunović, R. Timmers, & S. Nikolić (Eds.). *Psychological Perspectives on Musical Experiences and Skills: Research in the Western Balkans and Western Europe* (pp.122-142). Open Book Publishers. <https://doi.org/10.11647/OBP.0389.06>
2. **Stepanović, Ilić I.** (2023). *The role of peer interaction in development of thinking in adolescence*. Institute of Psychology and Creative centre. (In Serbian).
3. Krstić, K., Lazarević, L.J.B., & **Stepanović Ilić I.** (2016). Dropout as a result of education with no space for diversity. In A. Surian (Ed.): *Open Spaces for Interactions and Learning Diversities* (pp.129-136). Sense Publishers.

4. **Stepanović, I., & Baucal, A. (2011).** Asymmetrical Peer Interaction and Formal Operational Thinking: What Happens in Dialogues between Peers in Unsuccessful Dyads. In: A. Baucal, F. Arcidiacono and N. Buđevac (Eds.), *Studying Interaction in Different Contexts: A qualitative view* (pp. 47-90). Institute of Psychology.
5. **Stepanović, I. (2007).** *THINKING IN ADOLESCENCE: The Course of Development and the Family Role.* Institute of Psychology (In Serbian)

Selected Projects

1. 2022-2025. PROMoting STEAM in primary school: partnership for disseminating good practices u okviru Erasmus+ Programme, funded by European commission – coordinator of national team and member of authors' committee
2. 2022- 2025. „The PEER model of collaborative problem solving: Developing young people’s capacities for constructive interaction and teamwork – PEERSolvers“ funded by Science Fund of The republic of Serbia – coordinator of the working package number 3 and member of authors' committee
3. 2017-2020. godina "Supporting University Students at Risk (SUnStaR) " within Erasmus+ Programme, Key Action, 2 funded by European commission – coordinator of national team and member of authors' committee
4. 2018. – 2019. „Standardization of the ASQ for its introduction into the pediatric practice in primary health centers in Serbia and validation of standards for early childhood development in Serbia” funded by OSF London, UNICEF Serbia – member of authors' committee
5. 2018.-2020. godina "Towards Ending Child Marriage in Serbia" project of Institute of Psychology funded by UNICEF - member of authors' committee
6. 2017-2018. "Development of e-learning materials" Project by Institute of Psychology funded by HELVETAS Swiss Intercooperation SRB in cooperation with publishing house Kreativni centar and Lehrmittelverlag Zürich and St. Gallen - project coordinator and member of authors' committee
7. 2015-2016 Monitoring and evaluation of Youth Employment Promotion project (YEP) funded by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GbmH. - project coordinator and member of authors' committee
8. 2012–2014 project realised in cooperation with UNICEF “Examination and Analysis of School, Individual and Social Factors Influencing Dropout in Primary and Secondary Education and Identification of Innovative and Optimal Approaches to Wastage Prevention by School and Local Community” - member of authors' committee
9. 2008-2010 project by the Institute of Psychology realised in cooperation with UNICEF “ELDS - Early Learning and Developmental Standards“ - member of authors' committee and head of the cognitive development sub-project
10. 2007–2009 project by the Institute of Psychology in collaboration with the Ministry of Youth and Sports of the Republic of Serbia “Everyday Life of the Young in Serbia: a Time Budget Recording” – project coordinator and member of authors' committee
11. 1999-2011 project by the Institute of Psychology “The Culture of Critical Thinking” - member of authors' committee and head of the applied programme for teaching Serbian language and literature; since 2002 project coordinator