

modeliranje kompleksnih zbirk podatkov velikih mednarodnih raziskav, ki se vsebinsko vključujejo v pojasnjevanje pogojev in demonstracije znanja matematike ter naravoslovja šolajoče se mladine.

Barbara Japelj Pavešič

is a researcher at the Educational Research Institute, in team coordinating and analyzing international large-scale assessments in education. She has been the national coordinator of Trends in International Mathematics and Science Study, TIMSS, and Study of teaching and learning, TALIS. Her field of research is the statistical modeling of complex data from large-scale international studies that is substantively involved in explaining the conditions and demonstrations of knowledge of mathematics and science of students K-13.

Matea Korda

je višja strokovna sodelavka v Oddelku za informiranje v upravi Mesta Zagreba (*Grad Zagreb*). Diplomirala je iz psihologije na Hrvatskih študijskih Univerze v Zagrebu (*Hrvatski studiji Sveučilišta u Zagrebu*), kjer dela kot zunanja sodelavka. V prostem času volontira na Pogumnem telefonu (*Hrabri telefon*), brezplačni telefonski liniji za otroke in starše, v sklopu katere je educirana za nudenje pomoči in podpore otrokom, s katerimi grdo ravna, ter zanemarjenim otrokom in njihovim družinam.

Matea Korda

is a senior associate at the Information Department in the municipal administration of the City of Zagreb. She graduated in Psychology from the Croatian Studies of the University of Zagreb, where she works as an external associate. In her free time, she volunteers for the Brave Phone, a free helpline for children and parents, within which she is educated for providing assistance and support to abused and neglected children and their families.

Ana Kozina

je diplomirana univerzitetna psihologinja, doktorica psiholoških ved in docentka za psihologijo. Zaposlena je na Pedagoškem inštitutu, kjer je vodja Centra za evalvacijske študije. Njeno raziskovalno delo sega na področji pedagoške in razvojne psihologije. Ukvarja se z razvojem agresivnosti in anksioznosti (obdobje otroštva in mladostništva) ter njune interakcije na ravni posameznika in na ravni širšega družbenega okolja (vključno z razvojem preventivnih in intervencijskih dejavnosti). Na področju pedagoške psihologije se ukvarja s preučevanjem dejavnikov (šolska klima,