

## Collaborative Problem Solving through School Practice

PEERSolvers Research Group<sup>1</sup>

<sup>1</sup>Aleksandar Baucal<sup>a</sup>, Dragica Pavlović Babić<sup>a</sup>, Ana Altaras Dimitrijević<sup>a</sup>, Ksenija Krstić<sup>a</sup>, Zorana Jolić Marjanović<sup>a</sup>, Ivana Stepanović Ilić<sup>a</sup>, Marina Videnović<sup>a</sup>, Smiljana Jošić<sup>b</sup>, Tijana Nikitović<sup>a</sup>, Kristina Mojović Zdravković<sup>a</sup>, Milana Rajić<sup>a</sup>, Jovan Ivanović<sup>a</sup>

<sup>a</sup>*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

<sup>b</sup>*Institute for Educational Research, Belgrade, Serbia*

The aim of this paper is to present a viable, psychologically based framework designed for systematical promotion of the adolescents' capacities for collaborative problem solving and possibilities for their cultivation through everyday school practice. Specifically, a model for designing teacher-training programs is proposed, wherein several elements of effective collaborative problem solving are drawn together.

Keywords: problem solving; cooperation; peers; socio/emotional competencies; intervention study.

*Acknowledgment: This research was supported by the Science Fund of the Republic of Serbia, Grant No. 7744729, The PEER model of collaborative problem solving: Developing young people's capacities for constructive interaction and teamwork – PEERSolvers*