

EXPLORING ADULTS' MEDIATION IN COLLABORATIVE PROBLEM SOLVING
AMONG ADOLESCENTS

Smiljana Jošić^{1,*}, Ivana Stepanović Ilić², & Aleksander Baucal²

¹Institute for Educational Research, Belgrade

²University of Belgrade, Faculty of Philosophy, Department of Psychology

Peer Collaborative Problem Solving (CPS) is recognized as a pivotal factor in shaping positive learning outcomes and developmental progress across various educational levels. This systematic review aims to comprehensively synthesize existing research on the adults' scaffolding modalities that effectively facilitate adolescents' engagement in CPS. According to PRISMA guidelines, an extensive search across PsycInfo, WoS, and ERIC databases yielded 5256 English abstracts, from which 160 papers were selected for in-depth analysis. Among the chosen papers, 110 provided valuable insights into adult mediation, i.e. the supportive role of teachers/researchers. Notably, while 17 papers (15.4%) detailed cooperation training, scaffolding emerged as a predominant focus in the selected research (N = 78; 70.9%). Additionally, 13 papers (11.8%) explored both training and scaffolding methodologies. Examining the impact of such support on collaborative problem-solving, a majority of published papers reported positive effects (N = 60, 53.6%), with a minimal number indicating negative effects (N = 7, 6.3%). The remaining 44 papers (40%) did not analyse an impact of training or scaffolding on CPS. Thematic analyses uncovered crucial insights into the multifaceted ways in which adults (teachers/researchers) contribute to successful CPS. Moderation of peer interaction was observed through a tripartite focus on cognitive processes (N = 82; 75%), group discussions (N = 73; 66%), and classroom management (N = 23; 21%). The main characteristics identified in this review provide a comprehensive understanding of the dynamics involved in fostering effective CPS among adolescents. The ensuing discussion will delve into these characteristics, offering concluding remarks with pertinent educational implications.

Keywords: adolescence, collaborative learning, collaborative problem solving, peer interaction, systematic review

* corresponding author e-mail: smiljana.josic@gmail.com

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