

education, challenges remain in meaningful integration of all disciplines, mainly due to the need for teachers competent to teach STEAM adapted to the youngest students. To address these challenges, the project aimed to develop STEAM educational packages for young primary students incorporating all disciplines, ensuring packages can be implemented internationally. By engaging teachers and schools from different countries as equal partners alongside researchers from different universities, the project sought to ensure the successful implementation and dissemination of STEAM practices. Through various phases, including curriculum mapping, the conceptualisation of pedagogical framework, STEAM educational package development and their evaluation, the project highlights the importance of engagement of both parties, researchers and teachers, in distinct but complementary roles. Researchers' role is significant in overcoming previously mentioned obstacles by supporting teachers in guiding students through various disciplines towards expected education goals, while teachers' realisation of the packages in the classroom and their feedback is vital for refining created educational materials. Ultimately, the project aims to showcase the effectiveness of collaborative efforts between teachers and researchers in creating evidence-based educational tools for practical application in schools.

PEER Training: Building successful collaborative problem-Solving Skills in Adolescents

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This paper presents a PEER training program aimed at building and strengthening collaboration and problem-solving skills among adolescents. The program is integral to the PEERSolvers project (<https://peersolvers.f.bg.ac.rs>) and follows the PEER model designed to enhance successful collaboration among adolescents. The training includes the four main segments of the PEER model. The first segment focuses on formulating and establishing rules for constructive dialogue and exchange (E) of ideas. The second involves recognising and respecting personality (P) and individual differences in teamwork. The third addresses skills of emotional intelligence (E), promoting the importance of proper recognition, understanding and regulation of emotions during collaboration. Finally, the fourth part of the training deals with team member's ability to use external resources (R), primarily digital data sources, to scaffold problem-solving. Each segment is a three-hour block, with an introductory and concluding session and includes a series of group exercises and interactive tasks. The conceptualisation of the training in accordance with the PEER model offers a novel and comprehensive approach to collaborative problem-solving aimed to equip both researchers and teachers with evidence-based tools for enhancing students' collaborative prob-

lem-solving skills. The training was carried out in six Belgrade high schools (3 grammar schools and three vocational schools), involving approximately 21 second-year students per school. Trainer experiences confirm that the training can be conducted successfully according to the planned scenario. Also, the trainees found the training relevant and felt confident enough to engage in it.

Co-constructing narratives of motivation: Creating evidence-based tools for the teachers

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This paper focuses on teachers' discourses about student motivation for learning math in primary school across six European countries (i.e., Estonia, Finland, Norway, Portugal, Serbia and Sweden), coupled with teachers' views on successful and less successful motivating practices they use to support diverse students in their classroom. Seventy-one interviews were conducted with the teachers participating in the MATHMot project. Building on the methodology of using vignettes to investigate mathematics teachers' beliefs and practices, within the frame of a semistructured interview, we explored teachers' views of their classroom concerning mathematics motivation and, jointly with them, interpreted selected findings repre-

sented through vignettes. Vignettes were used as prompts to showcase different student types found in the project results. Narratives were built around how students described in the vignettes could be supported, which experiences help teachers decide on particular moves, resources they count on or may be lacking in this process, and which strategies they see as especially enticing to foster motivation of particular student types compared to others. Building and exploring teachers' narratives across different sites allowed us to investigate particular practices that may be recognised as supporting or failing across various settings and capture individual nuances unique to a single education system. Such insights also contribute to understanding different motivation concepts within motivation theories, whose situated nature demands more research. Together with other research data from the MATHMot project, teachers' narratives represent essential building blocks in creating an evidence-based teacher support tool to foster motivation for learning math.