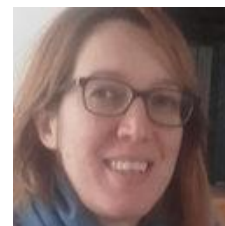


## CURRICULUM VITAE

1. **FAMILY NAME:** Videnović
2. **FIRST NAMES:** Marina
3. **DATE OF BIRTH:** 11.4.1979.
4. **CONTACT DETAILS: office address:** Institute of Psychology  
The University of Belgrade – Faculty of  
Philosophy



18-20 Čika Ljubina Street  
Belgrade, 11000 E-mail: [marina.videnovic79@gmail.com](mailto:marina.videnovic79@gmail.com)

5. **EDUCATION:** Ph.D. in Development Psychology

Institution (Date from - Date to)	Degree(s) or Diploma(s) obtained:
2015	Ph.D. in Development Psychology, Faculty of Philosophy, University of Belgrade Dissertation: <i>Adolescent binge drinking: activity meaning and context of this manifestation</i>
1998-2003	Graduated psychologist – Faculty of Philosophy, University of Belgrade (GPA 9.43. Honours thesis: 10)

6. **PRESENT POSITION:** researcher – Institute of Psychology, Faculty of Philosophy
7. **YEARS WITHIN THE FIRM:** since 2006
8. **RESEARCH INTERESTS:** early development, education, young people, leisure time, risky behaviour
9. **KEY QUALIFICATIONS (RELEVANT FOR THE POSITION):**
  - **Vast knowledge in preparing and conducting research related to educational and developmental psychology, both in quantitative and qualitative methods:**
    - More than 10 years of professional experience as the researcher in various research projects (e.g. holding researcher's position at the Institute of Psychology and participation in numerous projects);
    - Experience in developing policy recommendations for:
      - education sector (reducing drop out, preschool education, inclusion, developing competencies);
      - youth sector (The strategy of youth development)
    - Experience in organizing, developing and conducting independent research using both quantitative and qualitative methods
    - Formal education in psychology, with focus on developmental and educational psychology
  - **Experience in designing and conducting the monitoring and evaluations of various projects**
10. **LANGUAGE SKILLS:** Indicate competence on a scale of 1 to 5 (1 - basic; 5 - excellent)

Language	Reading	Speaking	Writing
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### Curriculum vitae

Serbian	5	5	5
English	5	5	5
French	3	3	3

**11. OTHER SKILLS:** SPSS (PASW18), Amos, Microsoft Office, HLM, IRT, UCINET, Maxqda, Atlas

**12. SELECTED PROJECT EXPERIENCE AS A RESEARCHER OR INDEPENDENT CONSULTANT:**

Project Short description of activities performed	Position	Date from - Date to
<i>Evaluation of the Early Child Intervention Program</i> , Open Society Foundation - Developing methodology, data analysis, writing report and recommendations	<i>Researcher</i>	2019-
<i>Knowledge, Attitude &amp; Practice: Research on child disciplining at home in Serbia</i> : UNICEF, Institute of Psychology, Institute of Mental Health - Research about parental discipline practices on the representative sample - Developing methodology, data analysis, writing report and recommendations	<i>Researcher</i>	2019-
<i>PISA 2018 Lead Analyst Programme</i> : OECD, Paris Lead Analyst for Serbia	<i>Lead Analyst for Serbia</i>	2019-2020
<i>“Strong from the Start – Dam Len Phaka - Let’s give them wings”</i> , Open Society Foundations, Deep Dive - Developing methodology for the evaluation of the program implementation	<i>Researcher</i>	2017-2019
<i>Standardization of the ASQ for its introduction into the pediatric practice in primary health centres in Serbia and validation of standards for early childhood development in Serbia</i> : OSF, Udruženje pedijatarata Srbije, Institute of Psychology - Developing methodology for the standardization of the instrument, data analysis, writing report and recommendations	<i>Researcher</i>	2017-2019
<i>Towards Ending Child Marriage in Serbia</i> : UNICEF, Institute of Psychology - Developing methodology for the evaluation of the program implementation, writing recommendations for increasing youth employment	<i>Coordinator of the evaluation team</i>	2017-2020
<i>Improving the quality of foster-care through generating knowledge and debate on the wellbeing of adolescents in care</i> : UNICEF, Faculty of Political Science, Institute of Psychology - Developing methodology, data analysis, writing report and recommendations	<i>Researcher</i>	2017-2019
<i>Research on Adverse Childhood Experience in Serbia</i> : UNICEF, Institute of Psychology, Institute of Mental Health - Developing methodology, data analysis, writing report and recommendations	<i>Researcher</i>	2017-2018
<i>Supporting university students at risk of dropping out</i> : ERASMUS+, University of Belgrade	<i>Member of the Serbian team</i>	2016-
<i>Education in Focus</i> : Unicef, SIPRU (Social Inclusion and Poverty Reduction Unit, Government of the Republic of Serbia) and Institute for Psychology, Faculty of Philosophy, Serbia - Organizing independent research in the field of mathematical literacy, planning overall methodology	<i>Researcher</i>	2017-2018
<i>Early Childhood Program</i> : Open Society Foundations London, CIP (Centre for Interactive Pedagogy), Deep Dive, R4D (Results for Development Institute) Washington	<i>Member of the evaluation team</i>	2017- 2019

## Curriculum vitae

- Developing evaluation tools		
<i>Youth Employment Promotion Project (YEAP)</i> , GIZ Office, Serbia and Institute of Psychology - Developing methodology for the evaluation of the program implementation, writing recommendations for increasing youth employment	<i>Member of the evaluation team</i>	2016
<i>Family Care Practices, Risk and Protective Factors Affecting Early Childhood Care and Development, Focusing on Socially Deprived Roma Communities</i> : UNICEF, IPSOS - Data analysis and writing report with recommendations for improving early child development	<i>Researcher</i>	2015
<i>Kindergartens with no Borders – Expanding Early learning Opportunities for Vulnerable Children</i> (Vrtići bez granica – više mogućnosti za učenje i razvoj dece ranog uzrasta), UNICEF, CIP (Centre for Interactive Pedagogy) - Developing methodology for the evaluation, writing reports	<i>Member of the evaluation team</i>	2014
<i>Research and analysis study of school, individual and social factors influencing primary and secondary school drop-out and identification of innovative approaches for drop-out prevention in school and through community service</i> , Institute of Psychology and UNICEF - Developing methodology, data analysis and writing report and recommendations for reducing drop-out rates	<i>Researcher</i>	2013-2014
<i>Empowerment and Activation of Young People in Disadvantaged Situations- Adult Life Entry Network (ALEN)</i> , PROGRESS program of the European Union - Conducting an evaluation of the specified treatment and writing the evaluation report	<i>Member of the evaluation team</i>	2012-2013
<i>ELDS - Early Learning and Developmental Standards</i> : UNICEF, Institute of Psychology - Desk research, writing standards for cognitive development	<i>Researcher</i>	2008-2010
<i>Youth and healthy lifestyle in Zvečan, Kosovska Mitrovica, Leposavić i Zubin potok</i> , (Mladi i zdravi stilovi života u četiri severne opštine: Zvečan, Kosovska Mitrovica, Leposavić i Zubin potok), UNICEF, office in Kosovo - Developing methodology, data analysis and writing report and recommendations for improving conditions for young people's development	<i>Researcher</i>	2012
Obezbeđivanje bezbednog i zdravog okruženja za decu i mlade u Srbiji, DILS (Delivery of Improved Local Services) - Conducting an evaluation of the specified treatment and writing the evaluation report	<i>Member of the evaluation team</i>	2011-2012
<i>Identification, measurement and development of cognitive and emotional competencies important for society oriented towards European integrations</i> (Identifikacija, merenje i razvoj kognitivnih i emocionalnih kompetencija važnih društvu orijentisanom na evropske integracije), funded by Ministry of Science (SERBIA)	<i>Researcher</i>	2011-2020
<i>Support to Development of Researchers in the Area of Social Sciences – Secondary data analyses of the PISA survey</i> , Social Inclusion and Poverty Reduction Unit, Government of the Republic of Serbia and the Institute for Psychology, Faculty of Philosophy (SERBIA) - Organizing independent research in the field of mathematical literacy, planning overall methodology	<i>Researcher</i>	2011
<i>Psychological problems in context of social change</i> (Psihološki problem u kontekstu društvenih promena), Institute of Psychology, funded by Ministry of Science (SERBIA)	<i>Researcher</i>	2006-2010
<i>Analysis of Youth's Needs</i> (Analiza potreba mladih), Youth Office, Municipality Palilula (Belgrade) - Organizing independent research, writing reports for the local strategy of youth development	<i>Project Leader</i>	2010
<i>Daytime of youth in Serbia: snapshot of their time budget</i> (Svakodnevnica mladih u Srbiji):	<i>Researcher</i>	2007

### Curriculum vitae

Snimak budžeta vremena), Institute of psychology and Ministry of youth and sports - Organizing independent research, writing reports for The strategy of youth development		
<i>School without violence</i> (Škola bez nasilja), Institute of Psychology and UNICEF - Data analysis and writing reports for schools based on the data acquired from the schools	<i>Analyst</i>	2007-2012

### 13. OTHER PROFESSIONAL EXPERIENCE

Company	Position	Date from - Date to
Institute of Psychology, Department of Psychology, Faculty of Philosophy, Belgrade	Editor of journal <i>Psihološka istraživanja</i>	2016-
Faculty of Media and Communication, Department of Psychology, Singidunum University, Belgrade	Assistant professor	2010-2014
Department of Psychology, Faculty of Philosophy, Belgrade	Teacher assistant	2003-2005

## 14. PUBLICATIONS

<b>OTHER ACTIVITIES</b>	<p>Editor in the journal <i>Psihološka istraživanja</i>  The reviewer in journals <i>European Journal of Psychology of Education, Learning and Individual Differences, Psihologija, Psihološka istraživanja, Zbornik Instituta za pedagoška istraživanja</i>  Chairwoman of the Empirical study in Psychology Programme committee</p>
<b>GRANTS</b>	<p>Embassy of Norway grant, 2001  Ministry of Education grant, 1999-2002</p>
<b>BOOK &amp; BOOK CHAPTERS</b>	<p>Videnović, M., Čaprić, G. (2020). <i>PISA 2018: Izveštaj za Republiku Srbiju</i>. Beograd: Fondacije za otvoreno društvo (FOD), Instituta za psihologiju, Zavoda za vrednovanje kvaliteta i Ministarstva prosvete i tehnološkog razvoja. Link: <a href="https://www.mpn.gov.rs/wp-content/uploads/2020/02/PISA-2018-IZVE%C5%A0TAJ.pdf">https://www.mpn.gov.rs/wp-content/uploads/2020/02/PISA-2018-IZVE%C5%A0TAJ.pdf</a></p> <p>Burgund, A., Jović, N., Krnjaić, Z., Pucarević, B., Rajić, M., Skrobić, LJ., Videnović, M., Žegarac, N. (2019). <i>Hraniteljstvo i dobrobit adolescenata: Istraživanje za unapređenje politika i praksi</i>. Beograd: Univerzitet u Beogradu — Fakultet političkih nauka.</p> <p>Milovančević Pejović, M., Tošković, O., Kostić, M., Lazarević, LJ., Mandić Maravić, V., Mitković Vončina, M., Radosavljev Kirčanski, J., Stojković, A., Videnović, M. (2019). <i>Studija negativnih iskustava u detinjstvu (ACE studija) Istraživanje o negativnim iskustvima u detinjstvu u Srbiji</i>. Beograd : UNICEF</p> <p>Radišić, J. &amp; Videnović, M. (2015). Matematička anksioznost u svetlu rezultata PISA 2003 i 2012 In Radišić, J. &amp; Buđevac, N. (Eds.). <i>Sekundarne analize istraživačkih nalaza u svetlu novih politika u obrazovanju (pp. 159-172)</i>, Beograd: Ministarstvo prosvete, nauke i tehnološkog razvoj.</p> <p>Stepanović, I. &amp; Videnović, M. (2012). Intelektualni i sazajni razvoj In Baucal, A. (Eds.) <i>Standardi za razvoj i učenje dece ranih uzrasta u Srbiji</i>, (pp. 23-37), Beograd: Institut za psihologiju i UNICEF</p>
<b>JOURNALS</b>	<p>Stepanović Ilić, I., Tošković, O., Krstić, K. &amp; Videnović, M. (2020). Dropout at university level in Serbia: Analysis of measurement, research findings, services and prevention measures. <i>Zbornik instituta za pedagoška istraživanja</i>, 52(2), 479-519. <a href="https://doi.org/10.2298/ZIPI2002479S">https://doi.org/10.2298/ZIPI2002479S</a></p> <p>Dabić Boričić, M., Vulić, I., &amp; Videnović, M. (2020). Mathematical literacy and assessment : differences between the PISA study paradigm and mathematics teachers' conceptions. <i>Malta Review of Educational Research</i>, 14(S), 101-121. Link: <a href="https://www.um.edu.mt/library/oar/bitstream/123456789/65499/1/MRER14%28S%29A7.pdf">https://www.um.edu.mt/library/oar/bitstream/123456789/65499/1/MRER14%28S%29A7.pdf</a></p> <p>Videnović, M., Stepanović-Ilić, I., &amp; Krnjaić, Z. (2018). Dropping Out: What Are Schools Doing To Prevent It? <i>Serbian Political Thought</i>, 17(1), 61-77. <a href="https://doi.org/10.22182/spt.1712018.4">https://doi.org/10.22182/spt.1712018.4</a></p> <p>Radišić, J., Videnović, M., &amp; Baucal, A. (2018). Distinguishing successful students in mathematics: A comparison across European countries. <i>Psihologija</i>, 51(1), 69-89. <a href="https://doi.org/10.2298/PSI170522019R">https://doi.org/10.2298/PSI170522019R</a></p> <p>Videnović, M., &amp; Lazarević, L. B. (2017). Familial and individual reasons for student dropout: schools' perception. <i>Psihološka</i></p>

## Curriculum vitae

<b>CONFERENCE PAPERS</b>	<p><i>istraživanja</i>, 20(1), 71-88.</p> <p>Krstić, K., Ilić, I. S., &amp; Videnović, M. (2017). Student dropout in primary and secondary education in the Republic of Serbia. <i>Psihološka istraživanja</i>, 20 (1), 27-50.</p> <p>Stepanović-Ilić, I., Videnović, M., &amp; Lazarević, L. (2015). Odustajanje od školovanja-analiza studija slučaja iz ugla ekološkog pristupa. <i>Nastava i vaspitanje</i>, 64(3), 453-468.</p> <p>Radišić, J., Videnović, M., &amp; Baucal, A. (2015). Math Anxiety – Contributing School and Individual Level Factors. <i>European Journal of Psychology of Education</i>, 30, 1-20. DOI 10.1007/s10212-014-0224-7</p> <p>Radišić, J., Baucal, A. &amp; Videnović, M. (2014). Unfolding the assessment process in a whole class mathematics setting. <i>Psihološka istraživanja</i>, 17(2), 137-158.</p> <p>Pešić, J., Videnović, M., Plut, D. (2013). Obrazovne aktivnosti srednjoškolaca u Srbiji - analiza vremenskog dnevnika. <i>Zbornik Instituta za pedagoška istraživanja</i>, 45(1),169-184.</p> <p>Pešić, J., Videnović, M., Plut, D. (2013). Kako srednjoškolci doživljavaju obrazovne aktivnosti - kvalitativna analiza vremenskog dnevnika. <i>Nastava i vaspitanje</i>, 62(3), 407-420.</p> <p>Pešić, J., Videnović, M. &amp; Plut, D. (2012). Slobodno vreme i pozitivan razvoj mladih: analiza budžeta vremena. <i>Psihološka istraživanja</i>, 15(2), 153-168.</p> <p>Videnović, M. &amp; Radišić, J. (2011). Anksioznost u vezi sa učenjem matematike:Matematika – bauk ili ne? <i>Psihološka istraživanja</i>, 14(2), 157-178.</p> <p>Videnović, M. &amp; Baucal, A. (2011). Adolescenti i rizična ponašanja: odraz iracionalnosti ili racionalnosti. <i>Psihološka istraživanja</i>, 15(1), 25-47.</p> <p>Videnović, M., Plut, D. &amp; Pešić, J. (2010). Young people’s leisure time: gender differences. <i>Psihologija</i>, 3(2), 199-215. DOI:10.2298/PSI1002199V</p> <p>Stepanović, I., Videnović, M. &amp; Plut, D. (2009). Obrasci ponašanja mladih tokom slobodnog vremena. <i>Sociologija</i>, LI(3), 247-261.</p> <p>Plut, D., Pešić, J. &amp; Videnović, M. (2009). Psihosocijalni kontekst opijanja srednjoškolaca. <i>Engrami</i>, 31(3-4), 29-37.</p> <p>Pešić, J., Videnović, M. &amp; Plut, D. (2009). Problemi mladih u Srbiji: odrastanje u uslovima društvene krize. <i>Srpska politička misao</i>, 3, 157-181.</p> <p>Krnjajić, Z., Videnović, M., Stepanović Ilić, I. &amp; Krstić, K. (2020). Typical patterns of adolescents’ musical preferences and activities during leisure. <i>XXVI Empirical Studies in Psychology</i>, October 16-18. 2020, Faculty of Philosophy Belgrade, Serbia. pp. 102-103.</p> <p>Videnović, M., Mičić, K., &amp; Radišić, J. (2020). PISA 2018 survey: to go to school or not, that is the question. <i>XXVI Empirical Studies in Psychology</i>, October 16-18. 2020, Faculty of Philosophy Belgrade, Serbia. pp. 101.</p> <p>Videnović, M. (2020). Storm and wellbeing of adolescence in Serbia. <i>XXVI Empirical Studies in Psychology</i>, October 16-18. 2020, Faculty of Philosophy Belgrade, Serbia. pp. 23.</p> <p>Radišić, J., Videnović, M. &amp; Baucal, A. (2016). Differentiating Successful Students: What Makes Mathematics Less Stressful for Students</p>
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## Curriculum vitae

- across Europe? *Closing the gaps? Differential Accountability and Effectiveness as a Road to School Improvement*, 28-30.9. 2016, University of Oslo, Oslo.
- Radišić, J., Videnović, M. & Baucal, A. (2016). Students For Whom Mathematics Is Not The Bogeyman- The European Perspective. *ECER 2016 Leading Education: The Distinct Contributions of Educational Research and Researchers*, 22-26. August 2016, University College Dublin, Dublin.
- Videnović, M., Radišić, J., Baucal, A. (2016). Math anxiety and achievement: typical patterns among serbian students. U: *Zbornik radova sa XXII naučnog skupa Empirijska istraživanja u psihologiji*, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu
- Videnović, M., Pešić, J. (2015). Učešće u sportskim aktivnostima i samopercepcija mladalačkih problema kod srednjoškolaca. *XXI naučni skup Empirijska istraživanja u psihologiji*, 27-29. 03. 2015, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet, Beograd, str. 78.
- Pešić, J., Videnović, M. (2015). Sportske aktivnosti srednjoškolaca: analiza vremenskog dnevnika. *XXI naučni skup Empirijska istraživanja u psihologiji*, 27-29. 03. 2015, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet, Beograd, str. 66-67.
- Pavlović Babić, D., Videnović, M., Videnović, D. (2015). Koje su granice „vrtića bez granica“. *63. Naučno-stručni skup Sabor psihologa Srbije*, 27-30.5.2015, Zlatibor, str.187.
- Milošević, J., Baronijan, H., Žeželj, I., Videnović, M., Zajeganović Jakovljević, J., Vučković, S. (2015). Roditeljske prakse odgajanja dece do 5 godina u Srbiji. *63. Naučno-stručni skup Sabor psihologa Srbije*, 27-30.5.2015, Zlatibor, str.187.
- Radišić, J., Videnović, M. & Baucal, A. (2014). Mathematics anxiety in Serbia: Comparison of 2003 and 2012 PISA. *ECER 2014, 2<sup>nd</sup>-5<sup>th</sup> September 2014, University of Porto, Porto*
- Lazarević, Lj., Videnović, M., Stepanović, I. (2014). Individual risk factors for dropout from school – Case study from Serbia. *ECER 2014, 2<sup>nd</sup>-5<sup>th</sup> September 2014, University of Porto, Porto*
- Stepanović, I., Lazarević, Lj., Videnović, M. (2014). Dropout: Analysis of family risk factors based on twelve case studies. *ECER 2014, 2<sup>nd</sup>-5<sup>th</sup> September 2014, University of Porto, Porto*.
- Videnović, M., Pešić, J. & Plut, D. (2014). Povezanost problema sa dosadom i načina provođenja slobodnog vremena u srednjoškolskom uzrastu, *XX naučni skup Empirijska istraživanja u psihologiji*, 28-30. 03. 2014, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu
- Pešić, J., Videnović, M., Plut, D. (2014). Slobodno vreme viđeno očima srednjoškolaca: vannastavne aktivnosti naspram pasivnog slobodnog vremena, *XX naučni skup Empirijska istraživanja u psihologiji*, 28-30. 03. 2014, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu
- Videnović, D., Videnović, M. (2014). Razlike u percepcijama odraslih i dece o strukturi vrtićke grupe: jedan primer iz predškolske prakse, *XX naučni skup Empirijska istraživanja u psihologiji*, 28-30. 03. 2014, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu
- Radišić, J., Baucal, A. & Videnović, M. (2013). Activities in Mathematics Class: Contrasting Students' and Teacher's Perceptions, *ECER 2013 – Creativity and Innovation in Educational Research, Bahçeşehir University, Istanbul*.

## Curriculum vitae

- Videnović, M., & Baucal, A. (2013). Stavovi adolescenata o opijanju: percepcija stavova roditelja i prijatelja, *Naučno–stručni skup "Savremeni trendovi u psihologiji"*, 11. do 13. oktobra 2013, Filozofskom fakultet, Novi Sad
- Pešić, J., Videnović, M., Plut, D. (2013). Ko su srednjoškcolci koji ne uče: analiza sociodemografskih karakteristika i tipičnih dnevnih aktivnosti. *XIX naučni skup Empirijska istraživanja u psihologiji*, 22-24. 03. 2013, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu, str. 59-60.
- Videnović, M., Pešić, J., Plut, D. (2013): Koju cenu plaćaju srednjoškcolci koji mnogo uče: analiza dnevnih aktivnosti i percepcije socijalnih odnosa. *XIX naučni skup Empirijska istraživanja u psihologiji*, 22-24. 03. 2013, Beograd, Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju, Filozofski fakultet u Beogradu, str. 60-61.
- Radišić, J. & Videnović, M. (2012). Mathematics Anxiety in Serbia: What Makes Mathematics so Hard?, *ECER 2012 – The Need for Educational Research Champion Freedom, Education and Development for All*, Cádiz
- Videnović, M., Pešić, J. & Plut, D. (2012). Homework and Organized Activities in The Day of Upper Secondary Students in Serbia, *Patchwork. Learning Diversities, Special Interest Groups SIG 10 and SIG 21 of the European Association for Research on Learning and Instruction (EARLI)*, Belgrade
- Krnjajić, Z. & Videnović, M. Fejsbuk i druženje uživo iz perpspektive adolescenata (2012). Novi način prevencije i suzbijanja školskog nasilja: efekti partnerske saradnje između škola, *Sabor psihologa*, 30.5.-2.6., Beograd.
- Kuzmanović, D. & Videnović, M. (2012). Novi način prevencije i suzbijanja školskog nasilja: efekti partnerske saradnje između škola, *Sabor psihologa*, 30.5.-2.6., Beograd.
- Radišić, J. & Videnović, M. (2012). Povezanost između odnosa prema školi i uspeha učenika, *XVIII naučni skup Empirijska istraživanja u psihologiji*
- Videnović, M.; Pešić, J. & Plut, D. (2012). Način korišćenja vremena kod srednjoškcolaca u Srbiji: Strukturane aktivnosti, *XVIII naučni skup Empirijska istraživanja u psihologiji*
- Pešić, J., Videnović, M. & Plut, D. (2011). Problems of youth in Serbia: growing up within profound social crisis. *Second ISCAR Congress*, 5-10.9.2011, Rome.
- Videnović, M. & Radišić, J. (2011). *Povezanost odnosa prema matematici i postignuća na skali matematičke pismenosti*, Sabor psihologa, 1-4.6., Sokobanja,
- Videnović, M. & Krnjajić, Z. (2011). Kulturna interesovanja adolescenata. *XVII naučni skup Empirijska istraživanja u psihologiji*, 11-12. 2. 2011, Beograd.
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