

and the effectiveness of classroom-based social-emotional learning and mindfulness-based education programs.

Kimberly A. Schonert-Reichl je profesorica na Oddelku za pedagoško in svetovalno psihologijo ter specialno pedagogiko na Univerzi British Columbia, Kanada. Opravlja tudi funkcijo direktorice raziskovalne mreže Human Early Learning Partnership. Njeno raziskovalno delo se osredotoča na socialni in čustveni razvoj otrok ter mladostnikov v šolah in skupnostih ter na učinkovitost v razredu izvajanih programov socialnega in čustvenega učenja ter čuječnosti.

Veronica Smith

Dr. Veronica Smith is an Associate Professor in the Department of Educational Psychology at the University of Alberta, Canada. She is also a Speech and Language Pathologist. She teaches courses on child development, program evaluation, and autism. Her research interests are the social and language development of children at risk or with identified disabilities/delays in school and community settings, including the effectiveness of early intervention and social-emotional learning programs in classrooms.

Dr. Veronica Smith je izredna profesorica na oddelku za pedagoško psihologijo na Univerzi Alberta, Kanada. Je tudi strokovnjakinja za področje govorne in jezikovne patologije. Poučuje o razvoju otrok, evalvaciji programov in avtizmu. Njeni raziskovalni interesi so na področju socialnega in jezikovnega razvoja rizičnih otrok in otrok s prepoznanimi primanjkljaji/zaostanki v šoli in skupnostih, vključno z raziskovanjem učinkovitosti zgodnjega ukrepanja in izvajanja programov socialnega in čustvenega učenja v razredih.

Maša Vidmar

Maša Vidmar is assistant professor and works at Educational Research Institute as scientific associate. Her research interests include social and emotional aspects of learning and teaching (teachers' relational competence, social and personality development in childhood and adolescence), early childhood education and care, and determinants of academic achievement. She is involved in several international and national projects (early school leaving, perception of knowledge in knowledge-based society).

Maša Vidmar je doktorica psiholoških znanosti, docentka za psihologijo in kot znanstvena sodelavka zaposlena na Pedagoškem inštitutu. Raziskovalno se ukvarja predvsem s socialnimi in čustvenimi vidiki učenja in poučevanja (odnosna kompetentnost učiteljev, socialni in osebni razvoj otrok in mladostnikov), predšolsko vzgojo ter dejavniki učne us-

pešnosti. Vključena je v različne mednarodne in nacionalne projekte (zgodnje opuščanje šolanja, odnos do znanja v družbi znanja).

Katja Kerman

Katja Kerman studied psychology at Faculty of Arts, University of Maribor, where she graduated with a Masters' thesis titled »Physiological indicators and self-rated stress: The influence of working conditions and personality traits«. As a doctoral student at University of Vienna, she will continue her research work, focusing on new work demands in light of physical and psychological health.

Katja Kerman je študirala psihologijo na Filozofski fakulteti Univerze v Mariboru, kjer je študij zaključila z magistrskim delom z naslovom »Fiziološki indikatorji in samoocena stresa: Vpliv delovnih pogojev in osebnostnih lastnosti«. Raziskovalno delo bo nadaljevala kot doktorska študentka na Univerzi na Dunaju, kjer bo preučevala sodobne delovne zahteve v luči pokazateljev telesnega in duševnega zdravja.

Ana Kozina

Ana Kozina is a researcher, assistant professor and a head of the Centre for evaluation studies in Educational Research Institute. Her work is in the field of developmental and educational psychology. She is focused on the developmental and time related trends of aggression and anxiety (in childhood and adolescence) their interplay and the role anxiety and aggression play on individual level, on school level and on the community level (with possible prevention and intervention designs). In the field of education she is interested in the factors related to students' achievement (school climate, social and emotional learning, motivation...). She has been involved in several national and international research and evaluation projects. She has successfully finished postdoctoral project: Development of guidelines for aggression reduction on school level based on an anxiety-aggression model and trend analyses of anxiety and aggression in Slovenia primary schools from year 2007 to year 2011. Her work is presented on national and international level (e.g. conferences, journals, monographs) on regular basis. She is a member of Editorial board: Educational research Institute Press.

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