

PREDLOG SRPSKOJ AKADEMIJI OBRAZOVANJA
za izbor prof. dr. Lazara Stankova za inostranog člana SAO



1. Biografija

Lazar Stankov rođen je 1941 godine u Itebeju, Banat. Osnovnu školu i gimnaziju pohađao je u Zrenjaninu. Psihologiju je studirao na Beogradskom univerzitetu gde je diplomirao 1964. Doktorirao je na univerzitetu u Denver-u, SAD 1971 sa tezom o auditornim sposobnostima i inteligenciji (*Hierarchical structure of auditory abilities and relationship between auditory and visual modalities*).

Radna karijera. 1964-1965 Institut za psihologiju, JNA, Beograd; 1966-1968 Institut za psihologiju, Beogradski univerzitet; 1968-1971 University u Denveru, USA; 1968-1972 Klinika za poremećaje govora, Beograd; 1972-1973 Filozofski fakultet, Novi Sad; 1973-2003 Univerzitet u Sidneju, Australia gde je predavao psihologiju ličnosti i kognitivnih sposobnosti (inteligencija), individualne razlike i eksperimentalnu metodologiju. Promovisan u profesora 2000. 2003-2008 Glavni istraživač (Principal Research Scientist) u Servisu za testiranje u obrazovanju (Educational Testing Service) u Princeton-u SAD; 2008-2012 profesor istraživač u Nacionalnom institutu za obrazovanje, Singapur; 2012-2014 Univerzitet zapadnog Sidneja; 2014-2017 Australijski katolički univerzitet; 2018-2023 honorarni profesor na Sidnejskom univerzitetu i na univerzitetu južnog Kvinslanda.

Gost na pola godine (Sabbatical). Jejl Univerzitet; Maks Plank Institute Berlin; Univerzitet Rene Dekart, Paris; Univerzitet Juzne Kalifornije, Los Andjelos; Univerzitet Kembridz, Engleska; Univerzitet u Hamburgu. Takođe je učestvovao na više od 30 skupova na svim kontinentima.

Članstvo u profesionalnim organizacijama

Drustvo Psihologa Amerike, Drustvo Psihologa Australije, Drustvo Američkih Istraživača u obrazovanju, Internacionalno drustvo za studiranje sndividualnih sazlika, Drustvo za multivarijantnu eksperimentalnu psihologiju.

Dr. Stankov je 2008. objavio knjigu iz psihologije (*Extending Intelligence: Enhancement and New Constructs*. Mahwah, NJ: Lawrence Erlbaum Associates) i do sada ukupno 190 članaka, rasprava i studija na nekoliko tema iz različitih oblasti psihologije. U naučnim publikacijama radovi dr. Stankova su citirani 12,000 puta (Google Scholar). Od 2017-e godine citirani su 800 puta svake godine. U engleskom govornom području zadnjih 15 godina postalo je uobičajeno da se kvalitet univerzitetskih nastavnika ocenjuje na osnovu tzv. h-indeksa. To je broj autorovih publikacija koji je citiran od strane drugih autora toliki broj puta. Dr. Stankovljev h-index = 55 što znači da je on objavio 55 publikacija koje su citirane više od 55 puta u literaturi iz oblasti psihologije.

2. Obrazloženje

Dr Lazar Stankov je stekao temeljno obrazovanje iz psihologije tokom studija u Beogradu gde su mu nastavnici bili profesori Borislav Stevanović, Nikola Rot i Vera Smiljanic-Čolanovic. On je takođe saradivao sa školskim psihologom iz Zrenjaninske gimnazije dr. Radivojem Kvasčevim i pomagao mu u statističkim analizama njegovih važnih radova iz kritičkog i stvaralačkog mišljenja. Kvaščev je kasnije postao profesor pedagoške psihologije na Beogradskom univerzitetu. To je sve dopunjeno u Denver-u gde je radio doktorsku disertaciju kao student Dzona Horna (John Horn) koji je kasnije postao poznat kao glavni predstavnik teorije o fluidnoj i kristalizovanoj inteligenciji. Ta teorija danas zauzima veoma važno mesto u psihologiji i ima velikog uticaja na praktičnu primenu psihologije u oblasti obrazovanja i u kliničkim istraživanjima.

Dr. Stankov je takođe doprineo razvoju teorije inteligencije. Testovi zasnovani na zvučnim stimulusima (tonovi, govorni material, ritam), zasnovani na njegovoj disertaciji, su danas uključeni u testiranje inteligencije. Međutim, još važniji su njegovi radovi vezani za ulogu kognitivnih procesa u merenju inteligencije. Tu spadaju radovi o ulozi raznih oblika pažnje (koncentracija, sposobnost da se odupre uticaju nevažnih informacija, istovremeni rad na dva zadatka, itd.) u rešavanju komplikovanih problema. S teorijske strane, naročito je bio važan rad na definiciji kompleksnosti i njenoj ulozi u stvaranju kognitivnih testova. Tokom proteklih nekoliko godina on je takođe vrsio istraživanja vezana za uticaj genetskih faktora na aspekte inteligencije.

Dr Stankov je bio jedan od prvih istraživaca koji je 1983. tvrdio da je radna memorija važna za inteligenciju. Hiljade članaka o radnoj memoriji je u međuvremenu objavljeno. Neki od tih članaka ističu mogućnost da vežbanje radne memorije može da dovede do poboljšanja inteligencije. I pored intenzivnog rada u tom pravcu, nikakav uspeh do sada nije postignut. Naglasak na vežbanju, međutim, doveo je do oživljavanja nalaza dr. Kvaščeva koji je postigao uspeh vežbanjem ne radne memorije već originalnosti, otvorenosti prema novim iskustvima i fleksibilnom mišljenju. Nekoliko članaka o tom radu u Jugoslaviji pre više od 40 godina je nedavno objavljeno na engleskom.

Dr. Stankov je takođe postigao važne rezultate u pedagoškoj psihologiji vezanoj za ličnost i ne-kognitivne procese. Pod uticajem radova Nobelovca D. Kahnemana on se naročito zainteresovao za ulogu samopouzdanja u rešavanju testova inteligencije. Jedan od njegovih nalaza je da je samopouzdanje bolji prediktor uspeha od drugih crta ličnosti (npr., savesnost, otvorenost, ekstraverzija, itd.). Danas je samopouzdanje jedna od najvažnijih komponenti meta-kognicije koja postaje sve više popularna u psihologiji. Takođe, istraživanja u oblasti donošenja odluka (decision-

making), uključujući odluke da se odustane od rada na nekom problemu, je direktno vezano za nivo samopuzdanja.

Tokom protekle decenije Dr. Stankov je zajedno sa svojom kolegicom Jihyun Lee objavio više radova zasnovanih na multivarijantnim analizama podataka sakupljenih u internacionalnim projektima iz obrazovanja (TIMSS i PISA). U tim radovima naglasak je na istraživanju uticaja socio-ekonomskog statusa i ne-kognitivnih factora na uspeh u matematici i drugim predmetima u više od 60 zemalja sirom sveta.

Dr. Stankov je takođe objavio važne radove koji su indirektno vezani za obrazovanje. Dve oblasti su od posebnog značaja. Prva je vezana za socijalnu psihologiju i na istraživanje kros-kulturalnih razlika. Podaci o crtama ličnosti, socijalnim stavovima, vrednostima i kulturnim normama su dobijeni iz više od 30 zemalja. Glavni nalazi ukazuju da je najvažnija dimenzija na kojoj se zemlje razlikuju vezana za konzervativizam/liberalizam - naročito religioznost, socijalna dominantnost i socijalna svest (awareness). Jedan aspekt socijalne dominantnosti je tendencija da se ne praštaju greske. Ta osvetoljubivost je naročito izražena među zemljama pod uticajem Konfučijevog učenja. Pokazalo se da te zemlje postižu dobre rezultate u PISA istraživanjima, ali istovremeno imaju više nivoje depresije i anksioznosti nego evropske zemlje (uključujući Srbiju).

Druga oblast se odnosi na istraživanje radikalizacije i militantno-ekstremističkog načina mišljenja (MEM). Dr. Stankov je konstruisao 3 skale za merenje MEM-a. Jedan od nalaza je da je danas MEM više vezan za konzervativni nego liberalni (tj. levičarski) način mišljenja. MEM je nedavno korišćen u istraživanjima u Srbiji i jedan od nalaza je da stanovnici iz Srbije imaju veću tendenciju da prihvataju militantno-ekstremistički način mišljenja nego избегlice iz arapskih zemalja.

Dr Stankov je takođe objavio metodoloske radove iz oblasti multivarijantne analize, uključujući faktorsku analizu i danas popularno modeliranje zasnovano na strukturalnim jednacnama (structural equation modeling).

Prethodna kratka skica istraživanja kojima se dr Lazar Stankov bavio i doprinos psihološkoj nauci, pre svega, u oblastima kognitivne psihologije, socijalne i psihologije ličnosti, dovoljna je preporuka dr Stankova za inostranog člana Srpske akademije obrazovanja, a njegovo članstvo u njenim redovima još jedan korak promocije Srpske akademije obrazovanja u svetskim relacijama.

3. Prilog

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Dr. Lazara Stankova

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