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In this Issue...

From the President

Dear EARA Members,
I am writing to provide an update on what EARA leadership has been doing recently.

Our membership committee, consisting of Metin Özdemir, Saskia Kunnen and Elisabetta Crocetti, has generated great ideas and been working very hard to increase membership. Upon reminding, many of our members renewed their memberships and our treasurer Loes Keijsers reported good news regarding EARA's budget and memberships. Thank you very much to all of our members for your interest. EARA membership fees were renewed and receiving a hard copy of JoA is now optional.

The special issue of Journal of Adolescence *"Shedding Light on the Dark Side of Identity Formation"* is in process now. This special issue is dedicated to research from the EARA 2014 Çeşme Conference. All submissions have been received and the evaluation process is currently on-going by the editorial team: Wim Beyers, Elisabetta Crocetti and me. It seems that this very interesting JoA issue will be published before the next EARA Conference. As you may already know, **Nancy Darling** has just started to serve as the new Editor in Chief for Journal of Adolescence.

A regional seminar on "Psychosocial Development in Adolescence" and a methodology workshop was organized through a collaboration between EARA and the University of Bordeaux, Psychology Laboratory on April 9-10 2015, in Bordeaux. Our members **Lyda Lannegrand Willems** and **Cyrille Percec** hosted the seminar and the organization was excellent.

Visiting Bordeaux and organizing such a fruitful seminar and workshop was a great experience for me. Many thanks again to Lyda and Chyrille. Similar regional organizations may continue.

The 2015 EARA SRA summer school will take place in May 2015 in Atlanta, USA. Lauree Tilton-Weaver organized everything. Thank you very much for her efforts. Jeff Kiesner has started chairing EARA SRA summer schools on behalf of EARA. Thank you and good luck Jeff!! The next summer school in 2016 will be organized in Finland by Katariina Salmela-Aro.

For the upcoming EARA conference, in the third week of September 2016, our colleagues Marion Kloep and Leo Hendry have already started to work very hard. They have great ideas for the scientific program and conference social events. SECnet also already has some ideas for the upcoming EARA conference. So we are all looking forward to the EARA 2016 Conference in Andalusia, Spain.

We welcome feedback on any of our initiatives and please let us know if you have additional ideas for improving EARA.

Figen Çok
EARA President
TED University, Ankara, Turkey.

Special Issue: Adolescent Multiple Identities in a Multicultural Europe

Radosveta Dimitrova (Stockholm University, Sweden)

Identity is currently one of the greatest issues in many countries in Europe and around the globe, which are seeing intense migration, newly developed democracies, increasing multiculturalism coupled with heated debates about assimilation, cultural diversity and public discussion on nationalism. Therefore, identity issues substantially affect all societies with the potential to follow up in socio-economic, cultural and well-being influences for individuals. These influences have led to an increased attention for the psychological implications of identity in the fields of developmental, educational, clinical, and cross-cultural psychology, where there has been a considerable expansion of studies on identity issues. Examples of this interest are several special issues devoted to identity in adolescents and emerging adults in major journals in the field (e.g., Child Development, European Journal of Developmental Psychology, Journal of Adolescence, Identity: An International Journal of Theory and Research, European Economic Review, International Journal of Management Reviews). These contributions have the potential to refine global and local research agendas on identity by addressing the well-being and adjustment outcomes of youth and ways of enhancing these outcomes. Indeed, questions about multiple identities and how they affect the well-being of youth in a variety of societies are critically important to ensure benign conditions for this relevant population in many countries in Europe and around the globe.

This special issue features contributions across an array of geographic areas in Europe with target populations ranging from adolescents to young emerging adults. It includes young international scholarship which provides a multidimensional view of identity from different cultures across Europe and contexts of analyses. In so doing, the present issue provides new empirical data on identity of adolescents living in Albania, Bulgaria, Romania, Poland, Sweden and Italy. Most of the contributions present empirical studies on unique and rarely investigated groups in identity research, which are complemented by the introductory review on minority and mainstream groups in Bulgaria. The consideration of different cultures and developmental contexts, as well as multiple identity domains in such newly and scarcely studied groups also reveals the applicability and/or limitations of current theories and practices across different societies.

The first paper deals with diversity of multiple social identities and how these are affecting adolescents in Bulgaria in terms of school experiences and mental health outcomes. The author presents findings from several recent studies with large samples from the most represented culturally mixed and ethnic minority groups in the country e.g., Bulgarian majority, Turkish-Bulgarian, Muslim-Bulgarian and Roma minority youth. The author reveals variety of identity domains and strength of specific identities in relation to local context of assimilation, acculturation and interethnic dynamics. This contribution is supplemented by empirical papers presenting unique data in highly diverse and under-researched ethnic groups living in Poland, Romania, Sweden and Italy.

The contributions presented here illustrate the ways that multiple identity processes and specific contexts influence each other, as well as the well-being of adolescents living in a variety of societies across Europe. Together, these contributions provide a fresh understanding of the processes and conditions under which youth in multiple contexts develop, negotiate and endorse different identity facets, including the most salient cultural and contextual factors involved in mediating the well-being of adolescents and emerging adults. Therefore, in an era of increased global influences, further comparative studies of multiple identity domains similar to the findings presented here, are needed. In light of the potential implications of identity research for ethnic conflict and maladjustment of youth and emerging adults, this is an important area of investigation for pure research and policy across Europe and beyond. To this end, adolescent researchers need to work towards development of productive alliances with community members, social organizations, and policy makers to translate theories and research results into effective interventions.

1. Multiple Identities and Relations to Well-Being of Bulgarian Minority and Mainstream Adolescents

Radosveta Dimitrova (Stockholm University, Sweden)

A dominant developmental task for adolescents is to successfully negotiate multiple social identities with regards to ethnicity, family, and religion. However, research has generally focused on the importance of these sources of identifications for identity formation, but there is scarce empirical work that investigates these critical aspects of development in conjunction as they shape identity development; therefore a more inclusive approach that tackles how ethnic identity intersects with other aspects of identity development (e.g., religious, familial) in shaping psychological well-being is warranted. These components provide important sources of identification and their relatedness has been widely documented, specifically in ethnic minority youth (Lopez, Huynh, & Fuligni, 2011).

This paper adopts an identity perspective that takes into account multiple social identifications to more fully understand the implications of ethnic identity in relation to familial and religious identities on individual well-being in Bulgaria. With its unique conditions, the Eastern European (Bulgaria) context is useful for testing multiple intersections among different and complex identities to advance the study of identity. The focus is on target groups that represent major ethnic minority groups compared to the mainstream Bulgarians e.g., Turkish-Bulgarian, Muslim-Bulgarian and Roma youth who experienced extensive assimilation policy actions during the communist rule. However, even nowadays, their conditions are not much improved (Dimitrov, 2000).

This paper presents an overview of research conducted with these groups by addressing the following research questions: 1) to which extent youth from different ethnic groups show similar or different endorsement of their multiple social identities? 2) How multiple social identities

come together to influence the well-being of youth? In other words, are there more beneficial or detrimental identity domains for well-being of youth, and under which conditions?

The Local Context

Bulgaria is an Eastern European state bordering with Romania, Greece, Macedonia, Serbia, Turkey and the Black Sea. The country has a background of political and economic instability due to the shift from a communist to a capitalist economy and hosts a large population of ethnic minority communities that have been present in the country for centuries, longer than in various other European countries (Ganev, 2004). The biggest ethnic minority groups are Turkish-Bulgarians, Muslim-Bulgarians and the Roma.

Turkish-Bulgarians represent nearly 8% of the total population of nearly 7 million people (National Statistics Institute, 2011) and mainly inhabit the South-Eastern parts of the country close to the Turkish-Bulgarian border. They are the largest ethnic minority group with a separate language (Turkish), religion (Islam), and culture (Turkish) in the Christian Orthodox Bulgarian context, who have faced much discrimination and assimilation in the late 1980s with severe restrictions to expressions of cultural identity through a name-changing policy (Ganev, 2004).

Muslim-Bulgarians are Bulgarians who converted to Islam during the Ottoman Empire (1299 to 1923). Their group has been estimated up to 4 % of the total national population, and also faced prolonged assimilation campaigns (Eminov, 2007).

The Roma in Bulgaria are the most marginalized group, exposed to lack of education, unemployment, and severe discrimination. The Roma population is estimated to be between 325,343 and 800,000 people (National Statistics Institute, 2011). Although following the fall of the communist regime in 1989, Roma gained the status of national minority with rights to preserving their cultural traditions; they still face social segregation and marginalization.

Multiple Identity Salience across Ethnic Groups

The scarcely available research in Bulgaria indicates that for Turkish-Bulgarian youth, Turkish identity is more important than the Bulgarian identity in line with the notion that ethnic heritage would be more salient in ethnic minority group members than mainstream identity (Dimitrova et al., 2012). It is also interesting that both Turkish-Bulgarian and Muslim-Bulgarian minority scored higher on religious identity compared to their mainstream peers, possibly due to low religiosity in the mainstream Bulgarian population. As for the Roma, the available findings indicate that they tend to strongly endorse the national identity of the majority culture (Barany, 2001). Concomitantly, it has been reported that Roma show strong Roma ethnic identity possibly as a consequence of effective integration policies of their community. Finally, Roma youth have also been found to show low levels of endorsement of both national and ethnic identities, arguably as a reaction to marginalization of their community (Dimitrova et al., 2014).

Multiple Identities and Well-Being

Findings from research in Bulgaria are generally uniform, in that there are strong relationships among ethnic, familial and religious identities for all youth but their relations to well-being differs across groups. For example, for Muslim-Bulgarian, Roma and Bulgarian youth all identity domains were significantly and positively associated with well-being. However, the same model tested in the Turkish-Bulgarian group with four identity domains (Turkish, Bulgarian, familial, and religious) as predictors of well-being yields different results. The Bulgarian national identity is unrelated to their well-being and is not a relevant part of their identity, which is constituted by ethnic Turkish, familial, and religious identity. A recent study among Roma youth has also found interesting results: Roma ethnic identity was unrelated to well-being and even acts as a negative predictor of positive outcomes due to extreme marginalization conditions (Dimitrova et al., 2014).

Conclusions

The findings presented above indicate the relevance of contextual influences on the identity and well-being of marginalized ethnic minority youth in Bulgaria. It is also important to stress the relevance of salient features of the context for multiple identity components, because some identities but not others are relevant under specific acculturation conditions for the groups investigated in Bulgaria. Accordingly, future studies need to pay careful attention to the contextual and historical background of youth, as they can be a powerful influence on multiple identifications (e.g., ethnic, familial and religious). Therefore, social identities that are heavily contested or rejected in their specific context may not be related to a global social identity and well-being of youth.

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2. Identity Styles in Albanian (multi)cultural society: Does Identity Influence School Results?

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Introduction

According to psychosocial theory, identity formation is the most important task in adolescent development (Erikson, 1968). Identity is formed by a selective rejection of childhood identifications with the integration of new identifications that are explored in social world during personal development (Erikson, 1968, p. 159). Marcia (1966) operationalized the Eriksonian (Erikson, 1968) approach by bifurcating dimensions of exploration and commitment and described four different identity statuses: identity achievement, moratorium, foreclosure, and identity diffusion. Despite the fact that during last three decades, research was focused on identity status theory, many researchers consider that identity statuses are better characterized as character types rather than as developmental stages (Schwartz, 2001).

Berzonsky (1989) formulated a social-cognitive process model of identity development to go beyond the limitations of identity status construct. Social-cognitive model of identity development (Berzonsky, 1989) assumes that Marcia's (1966) identity statuses reflected three different styles of dealing with identity crises: an

informational style which represents an informed approach using formal-reasoning strategies; diffuse avoidant style which represents an avoiding and/or delaying approach; and a normative style which represents an inflexible closed approach that relies on the conformity of other significant persons (Berzonksy, 1989). This model emphasizes that personal identity is developed as a result of social interactions, where the individual creates working models of self and the world around them (Berzonksy, 1993).

Albania is a small country in the Balkans, Southeastern Europe. After the collapse of communist regime (1991), Albania was faced with dramatic social and economic changes. Schmidt (1998) argues that Albania was considered the poorest country in Europe and has very high levels of migration and emigration (Kaser, 2000). The social reality is diverse and multicultural. Even though during the last years Albania is progressing with economic and social development, the lives of some ethnic groups have not improved. Roma ethnic group shows strong economic difficulties, high levels of illiteracy, high dropout and low academic achievement, mainly during adolescence (De Soto, Beddies, Gedeshi, 2005). National Inspectorate of Pre-University Education (2012) reveals that 40, 3% of Roma communities are illiterate and only 16% of them have completed the full cycle of compulsory education.

The purpose of this study is to compare the identity styles and academic achievement of majority and minority groups in Albania. This study will also examine the effect of identity style on academic achievement in Roma and Albanian adolescent groups in Albania. Based on the Berzonsky (1989) model, it was predicted that adolescents with an informational style would have higher academic achievement and a diffuse-avoidant style would have the lowest academic achievement. Furthermore, it was predicted that minority groups would have lower academic achievement and more problems with identity development.

Methodology
Participants

The study participants were 267 adolescents 13 to 20 years old with an average age 15 years and 9 months old. Forty one percent of the participants were boys and 59% were girls. The sample was selected from the capital city of Albania. 69% indicated they belong to the majority group and 31% self-declared that they belong to Roma minority groups.
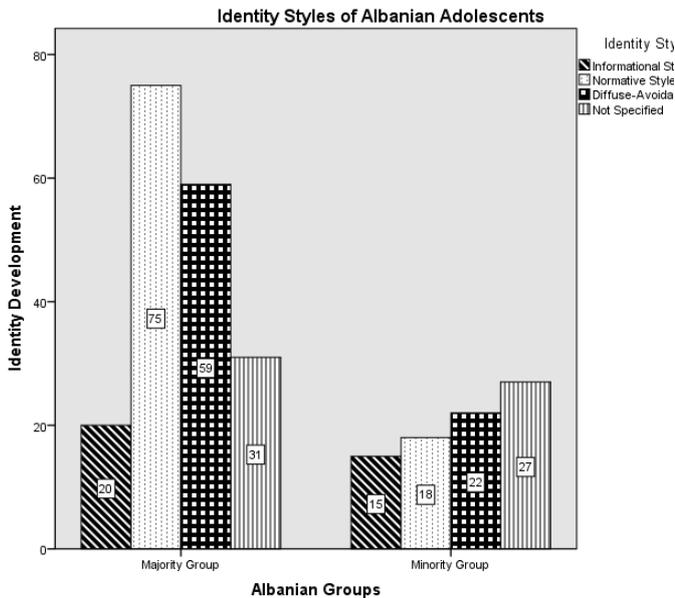
Measures

The measures used in this study were translated based on Guidelines for Translating and Adapting Tests (International Test Commission [ITC], 2010), and the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999). We employed the Revised Identity Style Inventory (ISI-5) which measures three different identity styles: informative (9 items), normative (9 items) and diffuse-avoidant (9 items); and also the strength of commitment (9 items) (Berzonsky, 2013). The internal consistency of informational style based on Cronbach's alpha was $\alpha = .81$; for normative style $\alpha = .67$; for diffuse-avoidant style $\alpha = .75$; and for strength of commitment $\alpha = .73$. In addition, to measure the school results adolescents we calculated the mean of the reported average [1] marks for Albanian language and literature, mathematics, biology and physics.

Results and Discussion

The results show a significant association between ethnic groups and identity processing styles χ^2 (3) =15.382, *p* <.005.

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[1] Marks in Albanian Educational System are from 4 to 10, 5 being the lowest passing mark.

Figure 1: Identity Styles of Albanian Adolescents

The adolescents' identity processing styles were different for majority and minority groups (Fig.1). Although the Revised Identity Style Inventory (ISI-5) measures three different identity styles, there were many adolescents that couldn't be categorized into any of these processing styles (21.7%). These adolescents can be categorized in to the moratorium status, based on Marcia's identity status model (1966). Kroger (2004) claimed that intrapsychically moratoriums are in the process of disengaging from parental introjects and of identity achievement development. The results also indicate that there were more unspecified identity style (32.9%) and diffuse-avoidant style (26.8%) for the minority group; in contrast, more adolescents were using normative processing style (40.5%) and diffuse-avoidant style (31.9%) for the majority group. Furthermore, the results show that the majority group's academic achievement (M= 8.36; SE =. 09) was higher than the minority group's (M= 6.10; SE =.16). This difference was significant t (242) = 12.43, p <.001, r =.62. These results confirm the hypothesis that minority groups are struggling with identity development and school results more than the majority group. Many factors can contribute to these results, such as an incompatibility between the home and school culture, discrimination and social exclusion from majority group, and also limited access to educational materials (De Soto, Beddies, Gedeshi, 2005).

Based on the social-cognitive model, identity development is connected to academic autonomy and goal-directedness (Berzonsky and Kuk 2005). Because identity formation occurs in cultural settings and emerges from interactions with significant others, we tested the influence of identity development on academic achievement. The results show that there was a significant difference between identity styles on academic achievement F (3, 240) =6.246, p <.001, r =.27. In contrast to the social-cognitive theory, adolescents with a normative processing style scored higher on academic achievement (M =8.12; SE =.15), while adolescents that use an informational processing style were low on academic achievement (M =7.04; SE =.28). The results show that there were no significant differences between identity styles on academic achievement for the majority group F (3, 166) =1.101, p >.05. In contrast, the results show a significant difference between identity styles on academic achievement for the Roma adolescents group F (3, 70) =6.206, p <.05, r =.34. The results show that adolescents that use normative processing style have better academic achievement (M =6.80; SE =.42) than adolescents that are categorized as having an unspecified identity style (M =5.49; SE =.42). These differences were significant t (23.3) =2.832, p <.05, r =.50. There were no other significant differences between other identity styles in academic achievement for the Roma adolescents. Adolescents that are characterized as normative identity styles internalize the values and beliefs of significant others and the culture where they live (Berzonsky, 1989). As a result, we can suggest that when Roma adolescents are identified with the Albanian culture (normative style) they have better school results than adolescents with unspecified identity. However, there are no differences in academic achievement between adolescents that are identified with their culture and the adolescents that are opposed to the Albanian culture. The difference is only between adolescents that have not specified their identity and adolescents that are identified with majority culture. Akerlof and Kranton (2000) claim that when a minority group is socially

excluded from the majority group, many individuals of this group may identify with the majority culture to perform better and many others can be opposed to it. As a result, many Roma adolescents may internalize the values of Albanian culture, in order to achieve higher education, and to avoid discrimination and social exclusion. In order to better understand the internalized factors of these processes, a deeper study to measure the ethnic identity of each group is needed.

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3. The Many Shades of Identity Development throughout One Academic Year

Oana Negru-Subtirica & Eleonora Ioana Pop (Babes-Bolyai University, Cluj-Napoca, Romania)

To date, little is known about identity development in Romanian adolescents in school settings. Further, to our knowledge no longitudinal study has analyzed identity development in Romanian adolescents. In the Romanian context, the educational system is strongly focused on academic achievement, each academic transition being conditioned by the grades students receive (Damian, Negru-Subtirica, Pop, & Baban, 2015). Also, high-school studies have a strong focus on preparing adolescents for university (i.e., theoretical high-school), rather than training them for a specific occupation in which they would gain proficiency at the end of their studies (i.e., vocational schools). Therefore, vocational schools are often regarded as the "underdogs" of high-schools in Romania and for most Romanian adolescents high academic achievement and entrance to a good university are necessary components of a successful transition to emerging adulthood.

In this context, we designed and implemented the **Transylvania Identity Development Study** (TRAIDES, coordinator Oana Negru-Subtirica) in order to gain a better understanding of how different domains of adolescent personal identity (e.g., education, vocation) develop during one academic year. We employed a sample of 1,115 adolescents from seven schools in Transylvania. The study sample was balanced in terms of gender (58.7% girls), educational track (48.5% theoretical

school students and 51.5% vocational school students), and age (40.1% early-to-middle adolescents and 59.9% middle-to-late adolescents). The two studies we detail below bring important input to the question "Who am I?" in adolescence in two important life domains: education and vocation.

Academic achievement as a developmental precursor of educational identity

We investigated the interplay between educational identity (i.e., commitment, in-depth exploration, and reconsideration of commitment (Pop, Negru-Subtirica, Crocetti, Opre, & Meeus, 2015; Crocetti, Rubini, & Meeus, 2008) and academic achievement (i.e., GPA-the mean of grades earned by students in all subject areas) among adolescent students throughout the span of one academic year. We first analyzed how educational identity processes and academic achievement develop in a relatively short period of time (i.e., 3 to 4 months between measurement points). Second, we examined the directionality of effects between educational identity processes and academic achievement.

Results suggested that despite their good academic start (i.e., high initial levels of commitment, in-depth exploration, and GPA and low initial levels of reconsideration of commitment), adolescents registered a significant linear decrease in their educational commitment and academic achievement and a significant linear increase in their reconsideration of educational commitment by the end of the academic year. These changes were moderated by gender, age-group, and school-type. Thus, girls were more committed to their present educational commitment, while boys experienced greater reconsideration of current educational commitments. Overall, in-depth exploration remained relatively stable over time, with a slight increase in boys and a slight decrease in girls. Reconsideration of commitment increased in both boys and girls over time, with a sharper increase in boys than in girls. Girls performed better than boys in academic tasks. Still, by the end of the academic year GPA decreased for both boys and girls, with a sharper decrease in boys compared to girls. GPA decreased over time in both early-to-middle and middle-to-late adolescents, but the decrease was sharper in early-to-middle adolescents than in the other age-group. With respect to the school-type, results indicated that students from vocational schools reconsidered their educational commitments more and had a lower GPA than those from theoretical schools. Additionally, their educational commitment and GPA decreased more sharply compared to students from theoretical schools.

Academic achievement drives adolescents' educational identity development. We found a unidirectional pattern of effects from academic achievement to educational identity processes, with GPA positively predicting educational commitment and negatively predicting reconsideration of educational commitment. Only one significantly different path from educational identity to academic achievement was found. Specifically, educational commitment at Time 2 was found to be a positive and significant predictor for GPA at Time 3 for boys, but not for girls. Thus, as they begin to underperform in their educational tasks, adolescent boys become less committed to their educational option, which lowers their performance even more.

Vocational identity in adolescence: longitudinal trajectories and links to career adaptability

Our study (Negru-Subtirica, Pop, & Crocetti, 2015) investigated the dynamics of adolescent vocational identity in the span of one academic year and the longitudinal links between vocational identity and career adaptability. We tapped into vocational identity by means of three identity dimensions (Porfeli, Lee, Vondracek, & Weigold, 2011), each comprising of two identity processes: commitment (i.e., vocational commitment-making, identification with vocational commitments), exploration (i.e., in-depth exploration, in-breadth vocational exploration), and reconsideration of vocational commitments (i.e, career commitment

flexibility, career self-doubt). Adolescent career adaptability was appraised through the four career adaptabilities (Savickas & Porfeli, 2012): concern, control, curiosity, and confidence.

We highlighted that the vocational domain is a focal life domain for adolescents. In the course of one academic year, students were involved in considerable vocational identity work. They started the school year with high levels in the vocational commitment evaluation cycle (i.e., high levels of in-depth exploration and identification with current commitments), medium-high levels in the vocational commitment formation cycle (i.e., in-breadth exploration and commitment making) and low levels in vocational reconsideration of commitments. As the year progressed, adolescents reported lower in-depth occupational exploration, they became less identified with their vocational commitments, and developed more flexibility and self-doubt about their careers. This trend was stronger in boys and in students attending vocational schools. It seems that the "high hopes" (high levels in the vocational commitment evaluation cycle) that students had at the start of the school year became more moderate as time passed. Also, they reflected more on their current vocational commitments (i.e., increases in reconsideration of vocational commitments).

Findings from cross-lagged path analyses highlighted the reciprocal associations between vocational identity and career adaptability. Vocational commitment and reconsideration of commitment predicted career adapt-abilities over time. Career adaptability positively predicted adolescents' manner of approaching vocational exploration and commitment. Vocational commitment-making had the strongest link to career adaptability. Adolescents who were sure about a career decision (e.g., firm choice of a certain occupation) became more engaged in preparing for the future and had greater trust in their abilities, which in turn increased the degree of certainty about this choice.

Vocational flexibility positively predicted curiosity about and confidence in one's career; while self-doubt about current commitments was a strong negative predictor for career concern, control, and confidence. This pattern from reconsideration of commitment processes to career adapt-abilities (but not vice-versa) indicated that career adaptability was also powered by the manner in which adolescents reviewed and altered their vocational choices. Namely, increased levels of career commitment flexibility and low self-doubt about vocational choices appeared to significantly benefit career adaptability in the long-run.

Theoretical and practical implications

In school context, GPA shapes adolescents' identity development. Our first study unveiled an important mechanism that triggers adolescents' identity development in one of the most important life domains at this age, namely education. We found that academic success (i.e., high levels of GPA) strengthens adolescents' confidence in their educational commitment, while failure (i.e., low levels of GPA) enhances adolescents' doubt in their current educational commitment. In the school context, being certain or doubting one's educational choice might have an important impact on adolescents' well-being, on the manner in which they will approach future school tasks (e.g, motivation and persistence in school tasks) or behave during classes, and also on their relationships with teachers and peers.

Identity interventions should assist adolescents in overcoming identity crises. Since adolescent boys and students from vocational schools appear to be more prone to face educational and vocational identity problems, they should be the primary targets for identity interventions. These adolescent groups might need additional support in choosing and following their educational and vocational paths according to their interests, values, abilities, and goals. They might need to be taught how to deal with failure and accept it as a natural part of their academic development and to focus on competence development rather than on

performance. In addition, a more pronounced focus of the Romanian educational system on the socio-economic reality (i.e., the match between academic preparation and labor market requests) could also help adolescent students avoid or actively approach educational identity crises.

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4. Identity Domains in Emerging Adulthood: Results of Qualitative Research in Poland

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Introduction

Identity is considered one of the major developmental tasks in human life. One of the first theoretical conceptions of identity was proposed by Erikson (1950, 1968), who perceived development as a series of crises that individuals must address. Dealing with identity conflict was considered by Erikson (1968) to be a crucial task of adolescence. However, this process neither starts nor ends in this developmental stage. Recently, increasing numbers of identity research studies have paid attention to the period when an individual feels in between adolescence and adulthood – the life phase from late teens through the twenties, also called emerging adulthood (Arnett, 2000) – as important for identity formation.

Erikson's theory was operationalized by Marcia (1966), who defined identity as a self-structure that is made of our values, drives, ideology, and whole life history. Moreover, Marcia described two key identity processes: commitment and exploration, and proposed four identity statuses based on these processes: achievement, moratorium, foreclosure and diffusion.

Marcia's theory was extended inter alia by Meeus et al. (Meeus, 1996; Crocetti, Rubini, Meeus, 2008) and Luyckx et al. (2006), who focused on the two cycles of identity development: identity formation and evaluation. These authors proposed more identity processes (such as various types of exploration or differentiation between commitments, identification with commitment, and reconsideration of commitment).

Another important element of Marcia's identity theory is the idea that the individual is developing his or her identity in various life domains and that achieving a stable identity in one domain is not always related to achieving identity in other domain. The identity domains considered by Marcia as most important were occupation and

ideology. Furthermore, Goossens (2001) noted that identity should be examined in various contexts and highlighted the need to adopt a domain-specific approach to identity.

In recent years, various domains have been examined by researchers. Among these domains are education, relationships, occupation, and ideology (e.g., religion, political beliefs, and philosophy of life). However, very little research has aimed to examine a large variety of domains, especially in emerging adulthood. Thus, the present study is focused on looking for the dimensions that could be particularly important for emerging adults – young people who identify neither as adults nor as adolescents. In the current rapidly changing world, commitment in the occupational domain does often not provide a sense of stability and security. Therefore, in accordance with Marcia's (1966) assumption that identity is being developed in various domains and with Goossens's (2001) postulate, we decided to adopt a domain-specific approach. However, a key feature of the presented research is an attempt to identify these domains in qualitative research and not to determine them a priori.

Identity in Emerging Adulthood in a Polish Cultural Context

The current socio-economic situation in Poland contributed to the postponement of entering adulthood and of making important life decisions and identity commitments. Many young people in Poland continue to attend universities in their late twenties, often because they do not know what occupational path to choose. These individuals are also often dissatisfied with their educational choices because the studies that they chose often do not provide them job opportunities. This situation leads to growing numbers of young people who are adults but do not feel like adults; they typically lack a family, stable job and their own home. Sometimes, these individuals may feel disappointed with their studies and may not have made important life commitments. The transition into adulthood can be therefore significantly prolonged, and emerging adulthood, not adolescence, seems to be crucial for identity commitments.

Determining the domains (when educational and occupational area does not provide stability) in this life phase in which identity commitments are being made is critical for understanding the issue of identity formation.

Method

The research was conducted among both students and workers (N = 100), aged 18-36 (M = 24.3, 69% females). The participants took part in qualitative research, answering a question about the life domains that are most important for their own identity.

The question was formed in the following way: "Think for a while about who you really are. What makes you feel like yourself and not somebody else? Maybe those are your beliefs, ideology, relations, preferences, experiences, plans, your abilities or aims, choices, your strengths and weaknesses? Or maybe something else completely? The answers could be varied, but all of them are acceptable".

The respondents could note up to five answers (and wrote them down in the blank spaces of the questionnaires), and most of them provided at least three or four answers.

Results

All of the answers were categorized into homogenous categories by the two raters. The decision to assign a particular answer to each category was discussed by the two raters and subsequently evaluated by a third rater. The domains considered to be the most important for identity formation by young people (more than 90% of answers fell into one of those categories) were the following: *Personality characteristics, Past experiences, Family, Friends and acquaintances, Worldview, Hobbies and interests, Aims and plans for future,* and *Occupation* (sorted from the most frequently reported domain to the most rarely reported domain indicated by the respondents). In all of the categories, there were at least 15-20 answers. Interestingly, the domain that been the most frequently examined in previous research – education – was indicated only by two respondents; therefore, it wasn't included in the present

list. Sample answers from each category are provided in the Table 1.

Table 1
Sample answers in each category (identity domain) from Study 1

Domain	Sample answers
Personality characteristics	*My way of thinking; Communicative; Impulsive; I hate the control; Ambition; I am very sensitive; Empathy; Openness to the world; I like to help people; The hunger for knowledge; Punctuality; Laziness; Self-confidence; Diligence; Independence.*
Past experiences	*Past; Severe childhood; Upbringing by my grandparents; Life experiences; The experiences from my past; Origin; Choices that I made; The values given to me in the past; Some life events.*
Family	*Good family relationships; Love for my family; Close ties with my parents; Family; I'm really close with my mom; Marriage; Parents.*
Friends and acquaintances	*My friends; The relationships with other people; Acceptance among my acquaintances; My boyfriend; My girlfriend; Relationships with my partners; Listening to other people.*
Worldview	*My worldview; My Philosophy; Atheism; Faith; The liberal worldview; Principles and the Code; Patriotism; I am a feminist; I have my principles; The belief in the essence of good.*
Hobbies and interests	*I love reading; Music; My life passions; Hobby – drawing; Musician; Artist; Literature; Getting to know new cultures; I like nature; A passion for art; Computer games; I breed flying squirrels.*
Aims and plans for future	*I want to start my own company; I want to travel; I want to help people; My future plans; My dreams; To explore the world; Future dog therapist.*
Occupation	*The development in my work; My work; Lawyer; Good job; I love working with children; I'm jobless; Entrepreneur.*

Discussion

In the present research, attention was focused on emerging adulthood because it is the period in which various important life decisions, including these linked with identity formation in multiple domains, are addressed.

We decided to use a qualitative approach and directly ask young people which areas they consider to be most important for answering the question "Who are you?" Eight domains were identified: Personality characteristics, Past experiences, Family, Friends and acquaintances, Worldview, Hobbies and interests, Aims and plans for future, and Occupation.

Surprisingly, education, which has historically been considered extremely important for identity formation, was not recognized by participants as essential. This finding might be the result of disappointment with the educational system, which does not ensure future occupational stabilization. Furthermore, the occupational domain was the one identified

most rarely by the participants as important for their identity. Contemporary Polish emerging adults seem to be searching for their own identity inside themselves (their own personality features and past experiences) and in close relationships (with family and friends).

The presented results could be considered in future research on identity formation in emerging adulthood. Future research should focus on examining identity processes and profiles (statuses) across various domains derived from this study to assess possible differences between them.

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5. Swedish Emerging Adults' Coordination of Identity Commitments in Work and Family

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During emerging adulthood young people are expected to engage in identity exploration and establish identity commitments in different life areas. As young people approach adulthood they will also need to coordinate their identity commitments in different areas of life, such as work and family. It has been suggested that different people experience a varied amount of conflict between their identity commitments depending on for example their social and cultural context (e.g., Lilgendahl, 2015). Even so, to this date, only a few studies have been concerned with how people integrate their commitments in different identity domains.

In this paper I discuss how Swedish emerging adults coordinate their identity commitments in the areas of family and work, and how this may differ between women and men. To do so, I draw on results from two studies from the research project GoLD (Gothenburg Longitudinal study of Development). The first study (Frisén & Wängqvist, 2011) focuses on Swedish emerging adults' identity development in different identity domains. The second study (Frisén, Carlsson, & Wängqvist, 2014) is a content analysis of the same emerging adults' identity narratives in the specific identity domains parenthood and work/family priorities (only including participants who were not yet parents). To set the stage for these results, a short background about the Swedish social context for work/family priority issues and the research project GoLD is presented.

It has been suggested that although Sweden may be perceived as an individualistic country, the Swedish culture also strongly emphasize equality and common welfare (Ferrer-Wreder, Trost, Lorente, & Manssory, 2012). The Swedish welfare system includes, for example, tax-financed health care at low cost and free education at all levels. Moreover, the ideological notion of gender equality is

deeply imbedded in the Swedish cultural identity (Towns, 2002). In accordance with this a radical family ideal, where women and men share equal responsibility for labor and domestic work as well as care of children has been highly influential in forming Swedish social policies. For example, both women and men have access to a generous parental leave system when becoming parents. It is critical to note, however, that despite these political efforts, conditions for Swedish mothers and fathers still differ. For example, the majority of large Swedish companies are not supportive of fathers taking parental leave when they have a child (Haas & Hwang, 2009), while mothers are expected to take several months or even a year of parental leave. In the end fathers only use a small amount of the parental leave days, even though the default distribution is to split them fifty-fifty between the parents. This indicates that there is a contrast between the culturally embedded idea of gender equality and everyday practice in Swedish families and workplaces. Thus, it may be said that Swedish emerging adults form their identities and expectations for a future family life "within the context of a gender-equality discourse, but in an everyday reality that is not gender equal" (Elvin-Nowak & Thomsson, 2001, p. 410).

The studies that are discussed in this paper are both part of the research project GoLD, which began in 1982 at the Department of Psychology at the University of Gothenburg. GoLD originally included a community sample of 144 children in the Gothenburg area, the second largest city in Sweden (Lamb et al., 1988). The discussion in this paper draws data from the eighth wave of GoLD, when the participants were approximately 25 years old (M = 24.9, *SD* = 0.7). At this age 136 participants (68 women, 68 men) took part.

Marcia's Ego Identity Status Interview (Marcia et al., 1993) was performed with the participants. The interview was translated to Swedish and adapted to Swedish conditions (Frisén & Wängqvist, 2011). The identity domains explored at both ages were *occupation, romantic relationships, parenthood*, and *work/family priorities.* Based on their exploration of identity defining alternatives and their commitments

to chosen directions, the participants were assigned to one of four identity statuses for each identity domain: identity achievement (strong commitments based on exploration), foreclosure (strong commitments and little exploration), moratorium (weak commitments and active exploration), or identity diffusion (weak commitments and little exploration). All participants were also assigned a *global identity status*, which was based on all the interview information.

The participants' distribution pattern over the four identity statuses was similar for global identity status, occupational identity status, and work/family priorities identity status (Frisén & Wängqvist, 2011). In these domains identity achievement was the most common identity status (ranging from 34.6 to 39.0% between the domains), followed by foreclosure (25.0 to 31.6%), moratorium (14.7 to 16.9%) and identity diffusion (14.7 to 23.5%). However, in areas of romantic relationship and parenthood the participants' distribution pattern over the four identity statuses differed from the other identity domains. In these domains foreclosure was the most common identity status (ranging from 48.1 to 57.6 % between the domains), followed by identity achievement (22.7 to 30.1%) and identity diffusion (12.9 to 18.0%). Very few participants were assigned to moratorium in either of these identity domains (3.8 to 6.8%). Moreover, gender differences were found in all identity domains except occupational identity. Specifically, women were more likely than men to be assigned to identity achievement on global identity status, in the romantic relationship identity domain, and in the work/family priorities identity domain. On the other hand, men were more likely than women to be assigned to identity diffusion on global identity status, in the romantic relationship identity domain, in the parenthood identity domain, and in the work/family priorities identity domain.

Taken together, the results from this study suggest that Swedish emerging adults do not necessarily develop their identity commitments in different identity domains simultaneously and that there are domain specific differences in women and men's identity development. Furthermore, since

identity achievement and moratorium were less common in the parenthood identity domain than in the work/family priorities identity domain, this suggests that Swedish emerging adults start to explore possible ways to coordinate identity commitments in the areas of family and work many times before they explore aspects of their parental identity.

To further the understandings of these findings, the contents of the participants' interview narratives in the areas of parenthood and work/family priorities were further examined with qualitative methods (Frisén et al. 2014). This study showed that in their mid-twenties most participants were sure that they wanted to become parents. These results were extreme; not a single participant rejected the idea of parenthood altogether and only a small group of participants had hesitant attitudes towards having children. However, the content analysis also showed that most participants did not appear to have given parenthood much thought yet. Many of them spoke about parenthood as something distant that did not concern them in their everyday lives as emerging adults. This suggests that for many Swedish emerging adults parenthood is not a particularly salient identity domain for their current overall sense of identity, even though many of them are committed to having children in the future.

In comparison with the parental identity domain the content in the work/family priority domain showed greater variation. Almost all participants had some idea of how they wanted to prioritize between work and family in their lives, but the amount of details and descriptions of how they wanted to handle future work/family conflict differed between people. Several gender differences were found in the content analysis. These gender differences indicate that as emerging adults women have, to a larger extent than men, reflected over what having a future family life would entail, especially with regards to work/family priorities. For example, women were more likely than men to strive for work/family balance, and to mention practical solutions for how they might solve future work/family conflicts.

Taken together, the two studies indicate that Swedish emerging adults do not develop their identity commitments in different identity domains simultaneously, and that Swedish emerging adults often start to explore possible ways to coordinate identity commitment in the areas of family and work before they explore aspects of their parental identity. The content analysis furthers the understanding of these findings by showing that even if parenthood is viewed as far into the future by many Swedish emerging adults, most of them are committed to becoming parents in the future. Furthermore, the gender differences that were found in both studies indicate that as emerging adults, women have, to a larger extent than men, reflected on what having a future family life might entail, especially with regards to the coordination of identity commitments in the areas of family and work. It may be suggested that gender differences in emerging adults' expectation on a possible future parenthood and work/family priorities could affect women and men's identity development in the specific areas of family and work as well. Since already in their mid-twenties, more women than men appear to think about the coordination of their different identity commitments, women might become less eager than men to go into career paths that are hard to combine with family life. Therefore, although family life is still part of an imaginary future for many Swedish emerging adults, gender differences in their coordination of identity commitments in the areas of family and work may contribute to a reproduction of a gender unequal division of responsibility for domestic work, care of children, and paid work.

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6. Early Adolescent Nested Identities: The Case of European and Lower-Level Identities in Italy

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Introduction

One of the most important issues in the debate on European identity today is to identify the most appropriate strategies to mobilize citizens towards the development of a collective sense of belonging. Actually, the path of European unification cannot depend solely on economic, legal and institutional factors, such as the use of a single currency, the regulatory compliance of Member States or the funding of collaborative projects. It also involves psychological processes that are important to understand in studying the formation of a common European identity.

Such considerations concern all the 28 Member States of the European Union (EU), but is most interesting in states where people are most likely to mention the euro as being what the EU means most to them, and where only a minority of citizens see themselves as citizens of the EU. A recent special Eurobarometer survey (2014), "The Europeans in 2014", with respondents aged 15 and over has shown that most of the Italian participants feel this kind of attachment or sense of European citizenship. However, the socio-economic analysis has revealed that 15-24 year-olds have the strongest favourable attitudes towards the EU, while those aged 55 and over have the weakest. For those reasons, Italy is becoming a context where the research on the development of European identity is increasingly attractive.

In this framework, the first and most important issue is to understand the ways that youth construct their European identity, by studying the potential compatibility with other nested identities, such as national, regional and local ones. Thus, the present study was aimed at investigating this question in early adolescents, since they are usually excluded by the European surveys.

Theory and hypotheses

European, national, regional and local identities are collective constructs that include a number of dimensions (Ashmore, Deaux, & McLaughlin-Volpe, 2004), such as self-categorization, importance, degree of identification, and affect towards ingroup and outgroups. Previous research has often investigated these identities separately (e.g., Barrett & Oppenheimer, 2011), whereas the issue of comparing them simultaneously has only been researched a few times. Thus, so far no research has used a fully integrated theory. However, the work done in the framework of nested identities has started to provide specific theoretical accounts of the development of compatible or competitive identities (Díez Medrano & Gutiérrez, 2001). Also, the Social identity theory (SIT, Tajfel, 1978), proposed for explaining the development of social identifications and intergroup attitudes, can be further helpful in extending our knowledge. Nested identities, defined as lower- and higher-level identities that encompass each other, are compatible or competitive depending on whether they perform two specific functions, differentiation and inclusion (Brewer, 1999). It is thought that the lower identifications fulfil the role of differentiation, that is the ability to stand out from others as a group, and higher identifications the role of inclusion, meaning that individuals feel part of a whole guaranteeing their equal rights and freedoms. Identities can coexist if these two functions are operating simultaneously. SIT proposes that when people internalize a social group membership, they evaluate that group more positively than outgroups, which raises their self-esteem. Thus, it can be expected that individuals will choose identities that have the highest status and thereby the largest effect on self-esteem. Applying these theoretical notions to the question of how European, national, regional, and local identities in early adolescents relate to each other, it is possible to make the following hypotheses.

H1: National, regional and local identifications are more likely to be higher than European identification.

H2: Affect towards national, regional and local ingroups is more likely to be higher than that towards European ingroup as well as the positive distinctiveness which is ascribed to the in-groups over the out-groups is more likely to be higher at national, regional and local levels than the European one.

In early adolescence, children usually acknowledge their group memberships, but their strength of subjective identification with groups can vary according to different factors. Local and regional levels are relatively homogeneous and close, thus they give good opportunities for differentiation. National and European levels adequately serve the function of inclusion, whilst maintaining the lower levels of identity to preserve differentiation. Nevertheless, the European status is much lower than that of the national one. Therefore, individuals are more likely to have higher national, regional and local identifications than European. However, this difference should not be too large in early adolescents considering the trends observed in the recent special Eurobarometer (2014) about youth data. Accordingly, affect evaluations are also more likely to be higher at national, regional and local levels than European one.

Method

A total of 192 Italian early adolescents (101 F and 91 M), aged 11-13 years (M = 12.50, SD = 0.48), participated in the study. They were randomly recruited from junior high schools located in the city Palermo (in the Sicily region). They were interviewed individually in quiet rooms within their schools. The interview required the selection and organization of words or expressions which were printed on cards. The following measures were used (see: Barrett, 2007; Barrett & Oppenheimer, 2011).

Self-categorization. This measure requires the choice of cards related to different categories, such as age, gender, supranational identity (*European* and *American*), national identity (*Italian* and *German*), regional identity (*Sicilian* and *Lombard*), and local identity (*Palermitan* and *Catanian*), to be put in a box called 'ME'. The score was 1 for a chosen card and 0 for a not chosen card.

Relative importance. This measure requires the organization of the cards placed in the 'ME' box according to the subjective

importance. The first-ranked card was scored 1, the second one 2, and so on.

Degree of identification. This measure requires the choice of one card from a set of 3 cards for European, Italian, Sicilian and Palermitan identifications. The score ranged from 1 = *not at all European* to 3 = *very European* for European level.

Affect evaluation. This measure requires one choice within a set of 3 cards for affect questions about ingroups (Europeans, Italians, Sicilians and Palermitans) and same level out-groups (Americans, Germans, Lombards, and Catanians). The score ranged from 1 = *I dislike a lot Europeans* to 3 = *I like very much Europeans* for European people.

Results

Table 1 shows the percentages of early adolescents who chose European and lower-level categories in the self-categorization task. Cochran's Q test revealed significant differences, $Q(3) = 40.08$, $p < .001$. Specifically, European categorization showed a lower percentage than the others.

Table 1. *Self-categorization percentages.*

Self-categorization	Percentage
European	84.90 [a]
Italian	97.40 [b]
Sicilian	97.40 [b]
Palermitan	94.79 [b]

Note. Percentages which do not share superscript letters differ significantly from one another at $p < .01$ level (McNemar test).

Table 2 shows the central tendency scores of relative importance which early adolescents ascribed to their chosen categories. Friedman test revealed significant differences, $\chi^2(5) = 58.76$, $p < .001$. Specifically, Wilcoxon signed ranks test showed that European and Palermitan self-categories were of lower importance than Italian and Sicilian ones at $p < .01$ level.

Table 2. *Mode, median and mean scores of relative importance.*

Self-category	Mode	Median	Mean
European	6	4	4.83
Italian	2	3	3.50
Sicilian	3	3	3.53
Palermitan	4	4	4.17
Own age	6	4	3.90
Own gender	1	2	2.80

Table 3 shows the central tendency scores of the degree of European and lower-level identifications of early adolescents. A Friedman test revealed significant differences, $\chi^2(3) = 56.90$, $p < .001$. Specifically, Wilcoxon signed ranks test showed that European identification was lower than the others and Italian identification was higher than Sicilian and Palermitan ones at $p < .01$ level.

Table 3. *Mode, median and mean scores of degree of identification.*

Ingroup	Mode	Median	Mean
European	3	2	2.37
Italian	3	3	2.82
Sicilian	3	3	2.59
Palermitan	3	3	2.61

Table 4 shows the central tendency scores of affect evaluation assigned to Europeans, Italians, Sicilians, and Palermitans as well as to the same level outgroups. A Friedman test revealed significant differences for ingroups, $\chi^2(3) = 8.28$, $p < .05$. Specifically, Wilcoxon signed ranks test showed that early adolescents attributed to Sicilians a higher affect evaluation than the other ingroups at $p < .05$ level. Furthermore, the same test revealed a positive distinctiveness ascribed to the ingroups over the same level outgroups at $p < .001$ level.

Table 4. *Mode, median and mean scores of affect evaluation assigned to ingroups and outgroups.*

Group	Mode	Median	Mean
Europeans	3.00	3.00	2.59
Americans	3.00	2.00	2.27
Italians	3.00	3.00	2.61
Germans	1.00	2.00	1.76
Sicilians	3.00	3.00	2.72
Lombards	2.00	2.00	2.06
Palermitans	3.00	3.00	2.61
Catanians	2.00	2.00	1.96

Discussion

As stated in the first hypothesis, the results show that national, regional and local identifications are higher than European one in this study sample. The European level is lower than the others in all of the first three measures. However, the differences are limited, as expected in early adolescence. These findings are congruent with the framework of nested identities (Díez Medrano & Gutiérrez, 2001; Brewer, 1999).

Local and regional levels seem to serve the function of differentiation, national and European levels seem to guarantee the function of inclusion. Nevertheless, as SIT suggests, the lower status of European level made the European identification slightly lower than the national and the other ones.

In regards to the second hypothesis, only the affect towards the regional ingroup is higher than that towards the European ingroup. Actually, in this case, the regional level seems to better serve the function of differentiation and/or to have a higher status than the others, especially the local and national ones. However, as expected, the positive distinctiveness ascribed to the in-groups over the out-groups is a general occurrence and it is lower at the European level. Again, the lower European status can be proposed to explain this finding.

In summary, there is evidence in support of the initial expectations. However, further research is required to investigate which other factors can influence the complex relationships between multiple nested levels of identities. For example, it would be interesting to consider the specific societal niche where youth develop as the Societal-social-cognitive-motivational theory proposes (Barrett, 2007).

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Report from the Membership committee

Submitted by Elisabetta Crocetti,
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At the last EARA council meeting, a Membership committee was formed. The committee consists of (in alphabetical order): Elisabetta Crocetti (Utrecht University, NL), Saskia Kunnen (Groningen University, NL), and Metin Özdemir (Örebro University, Sweden). This committee's mission is to discuss membership issues, and in particular, member benefits, ways of recruiting new members, and maintaining stable membership over time.

First, the membership committee has agreed on the importance of strengthening the benefits for members. In particular, providing larger discounts on conference fees and offering a number of learning opportunities (e.g., EARA members can receive priority in registration for preconference workshops), awards (e.g., only EARA members can apply for awards, such as the Best poster awards assigned at each conference), and publishing opportunities (e.g., only members can publish in the Journal of Adolescence special issue published after each EARA conference) have been proposed.

Second, the membership committee has conveyed on the relevance of maintaining regular communications with EARA members (e.g., informing them about the status of their membership) and re-approaching past members, especially seniors that were involved in the past and

might be interested in continuing to have an active role in the association.

In relation to these two main points, a number of specific activities have been undertaken. We do hope that they will improve EARA membership, leading not only to an increase in the number of members but also fostering members' engagement with the association.

Elisabetta Crocetti
Saskia Kunnen
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Report from the 2015 EARA/SRA Summer School

Submitted by Jeff Kiesner,
Padova University (Italy)

The 2015 EARA/SRA Summer School will be just starting, or just finishing, when this newsletter hits the press. This year Atlanta, Georgia is the destination for 24 junior scholars from around the world who will be spending 5 intensive days and evening with 9 senior scholars from North America and Europe. As the incoming chair of the Summer School (following the very successful tenure of Sheila Marshall), I had the pleasure to participate in the 2014 Summer School (hosted by Susan Branje and Marcel van Aken in Utrecht), and will again be assisting this year in Atlanta, and I can't wait. I would do it multiple times per year if I could. Although the days are long and the travel can be tiring, a 5-day retreat with top scholars (both junior and senior) proved to be stimulating, educational, and inspiring. It was an opportunity to meet new colleagues, make new connections, learn about new areas of research, and experience one of the best parts of a scientific career – exchanging ideas with people who are working on interesting and important problems.

So, congratulations to all of the junior scholars who were invited to participate in this year's Summer School! If you're reading this before heading to Atlanta – good luck and enjoy.

As for the senior scholars who will be participating, I would like to thank you for your service to EARA and SRA, and especially for your service to the junior scholars. It is an important opportunity to help provide added depth and perspective to the development of our field's young scholars. I hope you find your participation to be as stimulating and rewarding as I did.

Jeff Kiesner

From the Student and Early Career Network (SECNet):
Students and Early Career Network (SECNet) Activities at the EARA conference

Submitted by Elisabetta Crocetti,
Utrecht University (The Netherlands)

Dear EARA members,
We would like to give you an update about two activities of SECNet, the young section of EARA that is comprised of doctoral students, post-doctoral researchers, and young assistant professors.

First, we would like to bring your attention to the **monthly EMERGING SCHOLAR SPOTLIGHT**. The Emerging Scholar Spotlight is aimed at disseminating recent SECNet member publications. It is written in non-technical language to be accessible to a wide audience. Publications that have appeared in the emerging scholar spotlight are of a very high-quality and they have appeared in leading journals in the adolescent field (e.g., Developmental Psychology, Journal of Research on Adolescence, Journal of Youth and Adolescence). Thus, we invite all EARA members to regularly look at the spotlight (http://earasecnet.weebly.com/emerging-

scholar-spotlight.html) to keep updated on the recent publications of young scholars. Furthermore, we strongly encourage young scholars who might be shy to submit proposals for the next emerging scholar! If you have a paper that has been recently accepted for publication (online first) and/or published in print in an international journal (indexed in Scopus or Web of Science) you can be the author of the next Emerging Scholar Spotlight! If you need any further information and/or if you would like to apply, you can write to Elisabetta (e.crocetti@uu.nl)

Second, we would like to strongly thank the SECNet members that agreed to become **SECNET NATIONAL REPRESENTATIVES**! So far, we have 17 national representatives that represent various European countries (Belgium, Bulgaria, Finland, France, Greece, Lithuania, the Netherlands, Poland, Portugal, Romania, Spain, and Sweden). Furthermore, we are extremely happy to have also national representatives for non-European countries, such as Canada, US, Chile, Japan, and New Zealand! If you are a young scholar and your country is not represented so far, please get in touch with us. We would be happy to have more countries represented!

For more information about SECNet, our future activities, and to get in touch with us please visit our website: http://earasecnet.weebly.com/

Your SECNet Committee,
Elisabetta Crocetti (representative)
Jolien van der Graaff (deputy representative)
Katharina Eckstein (secretary)
Constantina Demetriou (communication team)
Aysenur Ataman (communication team/members team)

Report about adolescent psychosocial development seminar and methodology workshop
April 9-10, 2015 in Bordeaux (France)

Submitted by Lyda Lannegrand-Willems & Cyrille Perchec,
Bordeaux University (France)

During our last EARA conference in September 2014 in Turkey, a plan to organize a new EARA seminar in France emerged. The idea was to make our association better known in the French context. A previous edition of such a French seminar was held in Toulouse in 2011 on "Identity and Adolescence". This time, on 2015, April 09-10, an Adolescent Psychosocial Development Seminar and a Methodology Workshop were held at the University of Bordeaux. These two scientific days were organized by Lyda Lannegrand-Willems (national representative of the EARA in France) and Cyrille Perchec (University of Bordeaux, France) in collaboration with Figen Çok (EARA President, TED University, Ankara, Turkey). These EARA days were a great success! On April 9, there were 96 participants registered for the seminar. On April 10 (the number of registrations was limited for the methodology workshop), there were 33 participants. During these two days, we had stimulating presentations and discussions around several core issues in adolescent psychosocial development.

On April 9, the seminar included eight presentations. The first three presentations came from eminent EARA representatives:
Wim Meeus (EARA past president, University of Utrecht, The Netherlands):

Psychosocial development in adolescence: Processes and Principles,
Wim Beyers (EARA Council Member University of Ghent, Belgium): Autonomy in Adolescence: A conceptual, developmental & cross-cultural perspective,
Susan Branje (EARA secretary, University of Utrecht, The Netherlands): The role of empathy in developmental associations of parent and peer relations with psychosocial adjustment during adolescence.

The other presentations were given by French scholars:
Cécile Kindelberger (University of Nantes): Motivation to love relationships: evolution and determinants in late adolescence,
Claire Safont-Mottay (University of Toulouse): Online communication in adolescence: Identity and social relationships development,
Jacques Pouyaud (University of Bordeaux): Guidance of adolescents in school transitions: Self-construction issues,
Cyrille Perchec (University of Bordeaux): Parental monitoring in adolescence: A dynamic approach,
Lyda Lannegrand-Willems (University of Bordeaux): Considerations of current issues about identity development in adolescence and emerging adulthood.

Moreover, following a previous call for poster presentations, a poster session with 12 posters was organized. The poster session was also marked by stimulating exchanges among researchers and students.

On April 10, Elisabetta Crocetti (SECNET representative and council member of EARA, Utrecht University, the Netherlands) organized a Methodology Workshop focused on Longitudinal data analysis - Cross-lagged panel models, Latent Growth Analysis (LGA), Latent Class Growth Analysis (LCGA) and Growth Mixture Modeling (GMM) -, and Applications in Mplus. The workshop was very helpful and very pedagogical. All of the participants were really satisfied with this day and the possibility to practice in a very studious computer room!

We thank Figen Çok for the co-organization, and Wim Beyers, Susan Branje, Elisabetta Crocetti and Wim Meeus, for their involvement in these major scientific EARA days for French scholars.
These French EARA days will certainly inspire our French colleagues involved in research on adolescence to join us at the next EARA conference in Spain in 2016. We look forward to seeing them next year!

EARA Publications

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