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**Editor**

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***From the President***

Dear EARA members,

It has now been two months since we met each other online for the 17<sup>th</sup> Biennial Conference of EARA, in Porto, Portugal. Corona made Paula Mena Matos, her organization team and the EARA Council decide to take this conference online. The hard work of Paula and her team, including the people from *leading.pt*, resulted in a beautiful conference, with a varied and high-quality scientific program and several opportunities to socialize and meet with each other online. We had high quality symposia, interesting poster sessions and inspiring addresses from invited speakers, such as Linda Juang, expert on adolescent experiences of racism, and Robert Crosnoe, past president of the Society for Research on Adolescence (SRA), our North American sister organization. Roundtable discussion sessions on open science and on research careers in Europe were joined by many of us, and provided important information for all of us in our future work and career. During the conference, we awarded several of our colleagues. The EARA Lifetime Achievement award was given to Inge-Seiffge Krenke, professor emeritus of Mainz University, Germany, and a distinguished European scholar and past president of EARA. The EARA Young Scholar Award was given to

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Lydia Laninga-Wijnen, Utrecht University, the Netherlands. The EARA Outstanding Mentor Award was given to Luc Goossens, past president of our association, and distinguished professor at K.U. Leuven, Belgium. Currently we are preparing to bring online on a newly created EARA Youtube Channel the keynotes, invited symposia, and roundtable discussions of this conference. After having obtained consent from presenters, EARA members will be able to view these videos, after logging in the EARA website.

We are already looking forward to our next conference, which will take place August/September 2022 in Dublin, Ireland. Jennifer Symonds is already very busy, with a great team, organizing this upcoming conference. Let's hope we can meet physically, if not, this conference will have a hybrid format.

Due to Corona, unfortunately, the EARA-EADP-SRA summer school was canceled this year, but we have good hopes that we will have a summer school in 2021, maybe in a hybrid format. Keep an eye on our website where we will post the call for applications as soon as the final decision on organization is made! All three associations that carry these summer schools (beyond EARA also European Association for Developmental Psychology (EADP) and SRA) are committed to continue this cooperation.

As new president of EARA, I was happy to see our association in excellent shape. After the Ghent conference in 2018 our financial balance has grown, and also after the Porto conference some additional income will strengthen our association. Membership of EARA is also at a top level, due to the efforts of many members, including our national representatives, who activated colleagues and researchers in their own countries. About half of our members are young scholars, which really add to the dynamic nature of our association. The future looks great!

As mentioned during the General Assembly in Porto, we will develop initiatives for our members, starting with the EARA Youtube

Channel, and next organizing online webinars on hot and important topics. Having our association a truly international status, it also provides the ideal network to stimulate cross-cultural and cross-national research on adolescence. A working group will take up this idea and construct a proposal to be presented to the council on how we can support this type of research collaboration.

We will further continue to keep up with efforts of EARA to spread the societal and policy implications of research on adolescence, in collaboration with the International Consortium of Developmental Science Societies (ICDSS) and the European Federation of Psychologists' Associations (EFPA). Past president Susan Branje will continue our representation in ICDSS, and I will develop our relationship with EFPA further. The latter federation can be very interesting for our association, particularly for our young scholars, for instance by granting the EuroPsy certificate and organizing European semesters.

That being said, back to work, and putting Dublin organization meeting dates in my agenda, in order to offer all of you a great conference in 2022.

Keep safe & healthy in these corona times!  
Warm regards,

Wim Beyers,  
Ghent University,  
Belgium

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# XVII EARA online conference in Porto

**Submitted by Paula Mena Matos**

*University of Porto, Portugal*



## **EARA 2020 online conference**

*September 2-5 2020.* For many of us, these have been memorable days! The organizing committee *set the stage* for the 17th EARA 2020 conference, and the presenters and attendees filled it with meaning and purpose. During three days, we attended to high quality and inspiring presentations, participated in vivid and stimulating discussions, and we saw the goodwill of many when it came to overcoming problems or technical difficulties.

Instead of having as scenario the beautiful city of Porto (that we hope you can visit soon) and the facilities of our faculty, we joined in an easy to navigate online platform in six virtual rooms. Their names – *Esperança* (hope), *Nabijheid* (closeness), *Serenité* (serenity), *Vertrauen* (trust), *Prezenza* (presence), and *Connection* – were chosen to give us a sense of community in facing the pandemic, drawing our attention to essential ingredients of human life, but also important dimensions of human peaceful co-existence, that is being more and more dangerously questioned in current times.

*Adolescence in a rapidly changing world* – the main theme of the conference – more than ever increased in significance. We intended to capture the contemporaneous accelerated pace and global impact of change in adolescents' lives. We brought into discussion how globalization, immigration policies, climate and demographic changes, gender and work roles, technology impact on adolescents' developmental tasks and trajectories. We discussed changes in the dynamics of important microsystems - family, peers, school - in which adolescents are embedded, using interdisciplinary approaches. We increased our knowledge of how adolescents act as agents for developmental and social transformation.

Researchers responded promptly to the topics of the conference when we launched the first call before the pandemic. The authors maintained about 70% of the submissions in the virtual format. Most of the withdrawn submissions were individual papers and posters. Many colleagues informed us about the difficulty in keeping with data collection during the pandemic. To ensure that attendees were focused on knowledge sharing and discussion, rather than the technology itself, presenters were asked to pre-record their presentations, and made an extra effort to accommodate all the demands of this virtual conference. We had the support of an experienced technical team that provided personalized assistance before, during and after the conference to all speakers.

The conference gathered a total of 303 attendees from 42 different countries across the world and a total of 5 keynotes, 34 symposia, 2 roundtables, the meet-the-editors session, 19 thematic sessions, and 9 poster sessions. Fifty-eight young researchers participated in the 5 pre-conference workshops co-organized by the EARA Young Scholars Committee. Information provided by the company responsible for the online platform indicated that 55 sessions were rated and the mean was 4.9 (1-5; no information provided about the

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number of raters, and SD). Only eighty-four attendees (58% were EARA members) from 28 different countries have answered the satisfaction survey, but the global satisfaction with the conference was quite high (1-5;  $M = 4.36$ ;  $SD = .77$ ). Personal feedback and email messages were very rewarding and we thank you all for sending them.

After the conference, we had access to a wonderful repository of all the sessions and presentations for more than two weeks. Now we are preparing a secured Youtube channel in which some presentations (namely, keynotes (see photo for speakers), roundtable discussions, invited symposia, and meet-the-editors session, after the presenter's written informed consent) will be accessible for EARA members. In addition to keeping in our memories a vibrant conference, we will also benefit from a more tangible legacy, that I hope we may revisit once in a while.

The economic impact in the present and for the next years to come is a reality, and now even seriously aggravated by the second wave of the pandemic. We are also conscious of the imperative of changing our ways of life to preserve the planet, and for all reasons, we have to find new ways for productive scientific exchange. Being aware that some aspects may be worth improving, I believe sincerely that this conference has set a good example for an inclusive and eco-friendly event.

A warm hug to all of you that made EARA 2020 conference possible and worthwhile.

## *Minutes from the EARA General Assembly*

**Submitted by Elisabetta Crocetti**

*University of Bologna, Italy*

September 3<sup>rd</sup>, 2020

18.30-19.30 Lisbon time (GMT+1)

Online by Teams

### **Agenda:**

1. Opening and Minutes of the General Assembly 2018
2. Report on EARA 2018-2020
  1. Finances
  2. Membership
  3. ICDSS
  4. Summer Schools
  5. Publications (JoA, Newsletter & Representatives, SIAD)
3. Dublin Conference 2020
4. Incoming president
5. Open discussion with all participants: What EARA could mean and do for you in the coming period?

### **Minutes**

#### **1. Opening and Report on EARA 2018-2020**

The President, Susan Branje, opens the General Assembly. The Minutes of the General Assembly held in Ghent in 2018 are approved.

The president gives an overview of EARA 2018-2020, starting with a warm welcome to the new board members elected this year: Katariina Salmela-Aro, Jennifer Symonds, and Katharina Eckstein (for the EARA council) and Daráine Murphy, Flore Geukens, Savaş Karataş, and Maria Kwiatkowska (for the Young scholar committee).

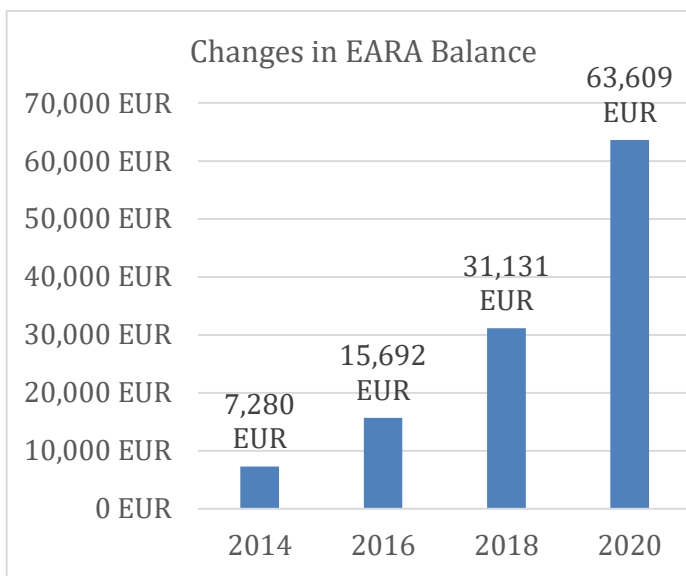
She thanks everybody for their support during her presidential term. She especially thanks the members that have completed their term: Rita Žukauskienė, Saskia Kunnen, Fabrizia Giannotta, for their contribution to the EARA council and Marlies Maes, Elina Marttinen, Sofie Danneel, and Ioana Pop for their work in the Young scholar committee. They all contributed to the EARA in very substantial ways for a long period.

#### **2. 1 Finances**

The EARA finances are healthy, as detailed in the Figures below. The EARA balance increased substantially in the last years,

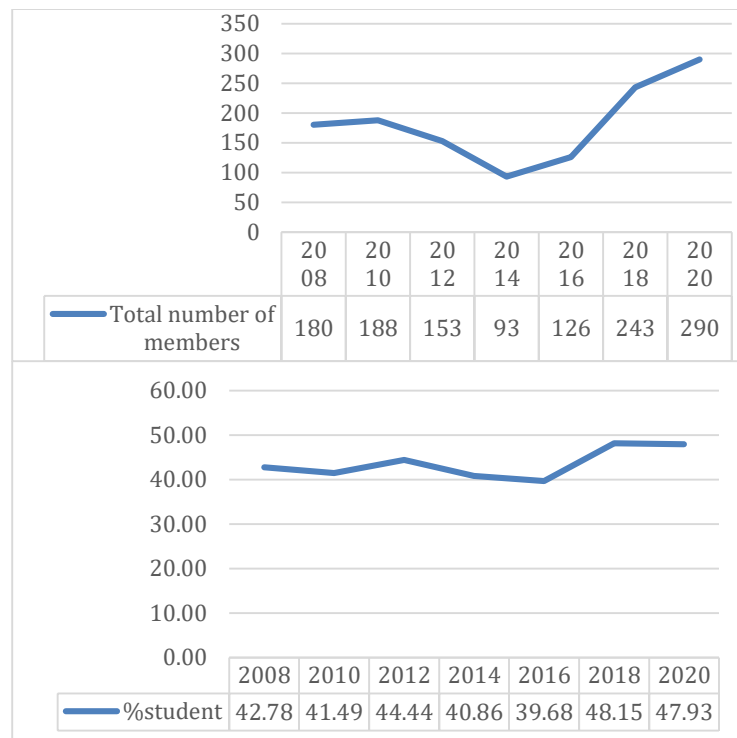
mainly thanks to the successful conference held in Ghent in 2018 and to the increasing number of members. The EARA council has discussed various possibilities to invest the budget for continuing (e.g., summer schools, travel grants) and introducing new (e.g., webinars with experts) activities for members.

Explanation	Income	Cost	Balance
Transferred from previous term	€31 126.25		€31 121
EARA 2018 Conference	€29 992.81		€61 111
Membership fees	€18 240.01		€79 351
EARA-EADP-SRA Summer school		€5 000.00	€74 351
EARA 2020 conference loan		€3 000.00	€71 351
EARA 2020 conference contribution		€5 000.00	€66 351
Web hosting fee		€610.00	€65 741
EARA Young Scholar Award		€500.00	€65 241
SECNET Dinner contribution		€130.00	€65 111
Bank fee		€248.45	€64 871
PayPal Service fee		€480.76	€64 381
Reimbursement of cancelled memberships		€720.00	€63 661
<b>Column total</b>	<b>€79 359.07</b>	<b>€15 689.21</b>	<b>€63 661</b>



## 2.2 Memberships

The number of EARA members continues to increase, and it includes an almost equal number of senior members and student members (i.e., those who are currently working on pre-doctorate levels or have obtained their doctoral degree within the last two years), as indicated in the following Figures.



The international composition of the association remains also very high: now members come from 38 different countries, with the Netherlands, Belgium, Italy, Turkey, and US being the five most represented countries.

## 2.3 ICDSS

Susan Branje reports about the developments in ICDSS (International Consortium of Developmental Science Societies). The goals of the consortium were further clarified. In the recent developments, the main goal is to serve member societies in reaching out the world. The consortium works thus as an amplifier and can make a stronger impact than each single society. In the recent meeting, issues of freedom of movement; open access; and digital conferences (how to keep the benefits of the current situation) were discussed.

There is a transition in the governance. Since last month, there are elected officers. EARA is represented as treasurer (with Susan). Furthermore, instead of having a new journal, it has been discussed about developing special issues and special sections in member societies' journals.

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## 2.4 Summer Schools

EARA has a 3-year agreement with EADP and SRA for organizing the summer schools. In the last edition, the summer school moved to a 4-day format. In 2019 it was organized very successfully in Greece; this year it was planned in Porto but it was cancelled because of the Covid situation. In 2021, it is expected to be in Helsinki/St Petersburg but several practical issues are arising. Additional plans (e.g., a hybrid form) will be discussed with EADP and SRA representatives.

## 2.5 Publications and National representatives

### *Journal of Adolescence*

Also this year, after the EARA conference a Journal of Adolescence special issue will be launched and open to conference participants.

### *Studies in Adolescent Development (SIAD) series*

Regarding the SIAD book series edited by EARA, three excellent books were published in the last two years:

- Online Peer Engagement in Adolescence: Positive and Negative Aspects of Online Social Interaction edited by Nejra Van Zalk, Claire P. Monks (2020)
- Psychosocial Development in Adolescence: Insights from the Dynamic Systems Approach edited by E. Saskia Kunnen, Naomi M. P. de Ruiters, Bertus F. Jeronimus, Mandy A. E. van der Gaag (2019)
- Youth in Superdiverse Societies: Growing up with globalization, diversity, and acculturation edited by Peter F. Titzmann, Philipp Jugert (2019)

### *Newsletter*

The EARA newsletter is published twice per year. Olga Solomontos-Kountouri is the new Newsletter editor and she will continue the work done so far by Fabrizia Giannotta.

### *National representatives*

The EARA national representatives had an online meeting on 1<sup>st</sup> of September at 12.00 Porto time. There are currently vacancies for:

- national representatives for Czech Republic, Finland, Great Britain, Poland, and Spain.

- Young scholar national representatives for Finland, Italy, and Slovakia.

EARA members interested in applying for these vacancies are encouraged to contact Olga Solomontos-Kountouri ([o.solomontos-kountouri@theo.ac.cy](mailto:o.solomontos-kountouri@theo.ac.cy))

## 3. Dublin conference 2020

Jennifer Symonds provides an overview of the organization of the EARA 2022 conference.

The 18th EARA conference is scheduled to take place at Trinity College Dublin (TCD), from Wednesday 24 August 2022 to Saturday 27 August 2022. TCD is an iconic venue located in the centre of Dublin, with a long history of hosting events. Dublin can be reached very easily, with several (also low cost) flight routes available.

The Conference Organizing Committee is based on the collaboration among:

### School of Education, University College Dublin

Dr Jennifer Symonds (Chair)  
Dr Gabriela Martínez Sainz  
Andrea Maynard (early career)  
Giulio D'Urso

### School of Psychology, University College Dublin

Prof. Eilis Hennessy  
Dr Niki Nearchou  
Dr Laura Taylor  
Daraine Murphy (early career)

### Department of Sociology, Trinity College Dublin

Dr Yekatarina Chzhen

### School of Applied Psychology, University College Cork

Dr Samantha Dockray

The conference program will include keynotes, invited sessions, symposia, individual presentations, and posters. Pre-conference workshops and events for young scholars will be organized in collaboration with the EARA young scholar committee. Furthermore, travel grants for young scholars will be available. Importantly, possibility of a hybrid conference or digital alternative will be explored, monitoring closely the evolution of the COVID-19 pandemic.

#### **4. Incoming president**

Wim Beyers starts his role as EARA President. He acknowledges that the EARA is a healthy and vibrant society, with a high level of engagement. The membership is at top level, with a lot of student members, and it is increasing. The finances are also very well, thanks to successful conferences and the increasing number of members. Despite the Corona pandemic, we experience a great online conference, and the council members all work hard to keep EARA healthy.

Wim's aims for 2020-2022 are focused on keeping EARA healthy:

- Membership
  - keep at top level, with lot of student members
- Finances
  - keep the balance sound
  - not sit on our money, rather spend it on our members!
- Engagement
  - despite corona, working together with the organization committee to offer you a great conference in Dublin 2022, on site, online or hybrid
  - despite corona, offering to young scholars a great summer school in 2021, in collaboration with EADP & SRA

- expanding the EARA network by continuing engagement in ICDSS, and strengthening engagement in EFPA
- promoting and supporting cross-cultural and/or cross-national research on adolescence in Europe
- first idea to invest budget for members in corona times: online webinars by experts on topics proposed by EARA Members & Young Scholars, e.g. every 2/3 months

#### **5. Open discussion with all participants: What EARA could mean and do for you in the coming period?**

From the discussions some very important ideas are generated.

Dagmar Strohmeier proposes to develop a joint activity with EADP to provide small funding for cross-national and collaborative studies during the Corona pandemic. This idea is highly valued and will be discussed further in the EARA and EADP councils.

Susan Branje proposes to organize online symposia for half-days focused on specific topics to facilitate small-group workshops. Wim Beyers remembers this was done in the past, and could be done again in the online format.

Paula Mena Matos proposes to archive some sessions, like the roundtable on Open science, held at the EARA conference and make them accessible to EARA members, for instance for teaching purposes.

All these proposals are strongly endorsed by the General Assembly.

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***EARA 2020  
Lifetime  
Achievement  
Awardee: Professor  
Inge Seiffge-Krenke***



**Submitted by Susan Branje**

*Utrecht University, The Netherlands*

The awardee of the 2020 EARA Lifetime Achievement Award is professor Inge Seiffge-Krenke. The award committee recognized that Inge Seiffge-Krenke truly deserves the lifetime achievement award for her contribution to the study of adolescence, not only for the high quality of her work but also for her supportive personality.

Inge Seiffge-Krenke is one of the most influential European developmental psychologists studying development in adolescence and emerging adulthood. She has made major contributions to understanding psychosocial development in adolescence and emerging adulthood in the field of stress and coping, as well as in the field of adolescents' relationships with parents and romantic partners. In addition, she has made important contributions to our understanding of the functioning of adolescents with specific health problems such as diabetics. She is the author of over 30

books, 60 book chapters and about 150 articles in German and international English-language journals.

Inge Seiffge-Krenke is Professor of Developmental Psychology at the Johannes Gutenberg-University in Mainz, Germany who officially retired in 2013. However, her productivity is as high as ever. She currently teaches at different universities, including the Psychologische Hochschule and the International Psychoanalytic University. She also teaches at the Universidad Catholica, Lima, Peru. She is currently involved in longitudinal studies on close relationships, including parent-adolescent relationships, friendships and romantic relationships. She is leading an international project across 21 countries investigating stress and coping in adolescence, and also runs a project exploring the association between identity, family relations and psychopathology on adolescents and emerging adults in seven countries. This project is ongoing since 2013 and in 2018 the Society for Study of Emerging Adulthood (SSEA) honored her work by giving her the "Best International Research Award". Having finished a complete psychoanalytic training, Prof. Inge Seiffge-Krenke now supervises and carries out postgraduate psychotherapy education. Furthermore, as member of the Operationalized Psychodynamic Diagnosis in Childhood and Adolescence (OPD-CA) for 30 years, she has worked with colleagues on the development of new diagnostic tools. During her professional experience she held a professorship or chair both for the Medical Department and for the Department of Psychology. She contributed to various institutions both in Germany and internationally.

Her conceptual work on stress and coping has generated much research across different nations. Inge Seiffge-Krenke has had a huge impact on the field with the study of cross-national comparisons of adolescents' development in different parts of the world. Contacting different cultures, and



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collaborating with various research groups in different languages is definitely a challenging task, but Inge had been very successful in this coordination. Moreover, Inge developed various instruments, which are widely used worldwide and have been translated into various languages.

Inge has contributed to the training of many younger researchers studying adolescent development in various platforms, such as teaching at Summer Schools and Workshops and presenting and interacting with fellows at the Conferences organized by the European Association for Research on Adolescence, the Society for the Study of Emerging Adulthood, and so on. Many of these interactions resulted in fruitful ongoing collaborations.

Inge is a member of EARA since 1999, has served as council member of the European Association for Research on Adolescence for many years and was President of EARA in the period 2008-2010. In that capacity, she was actively involved in many EARA events and conferences organized across the years. She has been active in building and improving the quality of research on adolescence in general.

In summary, Inge Seiffge-Krenke is an influential researcher who has made very important contributions to research on development in adolescence. Her friendliness and cooperative character, resulting in many international collaborations, make her a distinguished candidate for the EARA Lifetime Achievement Award. We are very proud that she is the first woman Lifetime Achievement awardee of EARA.

## **EARA 2020 Young Scholar Awardee: Dr. Lydia Laninga-Wijnen**

**Submitted by Elvira Cicognani**

*University of Bologna, Italy*



The Award Committee received three nominations. All candidates appear to be very promising young scholars who have already provided important contributions to their fields of study, displaying high methodological sophistication; moreover, they all report an impressive publication record in consideration of their junior status. Thus, they all would have deserved the award. The (majority) decision was finally for Dr. Lydia Laninga-Wijnen, for the dissertation titled “*They get the power. Consequences and antecedents of aggressive, prosocial, and academic popularity norms in adolescents’ classrooms*”. Lydia was nominated by Renée Veenstra.

*This dissertation focuses on the impact of behavioral norms in classrooms for adolescent development. This topic has only recently become the focus of research on adolescent peer relations, so the state-of-the-*

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*art in this field is in urgent need of further development. In her dissertation, Lydia has consistently worked on the concept of classroom norms, and in doing so has developed a very clear and innovative research line, combining insights from education (classroom context, academic achievement), sociology (micro-macro processes, peer influence processes, social norms), developmental psychology (aggression, prosociality), and statistics (social network analysis, cross-lagged panel analyses).*

She has convincingly shown that popularity norms diverge substantially in classrooms, thus questioning former assumptions on the importance of popularity as a more general phenomenon in adolescence. For example, it has often been argued that aggression appears to be associated with popularity in adolescence as a general phenomenon. In contrast, Lydia has shown that this association is present in some classes, but clearly absent – or even associated with unpopularity - in others.

The idea that a classroom can contain multiple norms is also important. She shows that in the case of multiple norms the aggressive norm wins from the prosocial norm. Only when the aggressive popularity norm is absent does the prosocial popularity norm influence friendship processes, including the formation of new friendships and the continuation of existing friendships based on prosocial behavior. The finding that aggressive popularity norms overrule prosocial popularity norms is in line with prior work on the relative impacts of aggression and prosocial behavior. Aggression is usually considered to be more visible and impactful than prosocial behavior, particularly in adolescence. Aggression may not only gain more attention due to heightened fear, but may also create admiration and may be easier to imitate. Therefore, the aggressive side of popular peers receives more attention than their prosocial side. As a result, adolescents may use popular peers' aggressive norms rather than their prosocial norms to guide their

social and behavioral decisions. In addition, she has proven convincing ability to explain her results on a theoretical level, and also examined the antecedents of these phenomena in classrooms. This work is highly original and the way Lydia elaborated the various concepts was creative.

Thus, The EARA2020 Award committee is glad to honor doctor Lydia Laninga-Wijnen with the EARA2020 Young Scholar Award for *addressing, through an interdisciplinary approach, a field of study which is in need of further development* and her innovative and substantive contribution in showing the importance of behavioral norms in classrooms *as an important context for the dynamics in adolescent peer relations.*

## **EARA 2020 Outstanding Mentor Awardee: Professor Luc Goossens**



**Submitted by Elvira Cicognani**

*University of Bologna, Italy*

Professor Luc Goossens has been nominated by Marlies Maes and Flore Geukens, on behalf of Wim Beyers, Theo Klimstra and Koen Luyckx.

The Award Evaluation Committee is glad to award this honor to professor Goossens for his distinguished contribution as mentor of young students and scholars. Professor Luc Goossens is full professor at KU Leuven

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University since 2009. He is a founding member of the EARA association and contributed actively to its growth, by serving as President and newsletter editor. He has consistently contributed to the field, besides his own research and institutional activity, also through his mentoring of the next generation of scholars focused on adolescence and the transition to adulthood throughout his entire career. He supervised both doctoral and post-doctoral researchers by promoting their transition to tenure-track positions.

Professor Goossens has always enjoyed supervising young scholars in different events. He is always delighted being involved as discussant of symposia at EARA conferences involving young scholars. He has been involved in several training events and sessions for young scholars such as summer schools and winter schools. He acted in different roles (supervisor, examiner) in the important event of thesis preparation and defense. Six of Luc's PhD students (e.g. Koen Luyckx, Wim Beyers, Bart Soenens, Eske van Roekel, Gerine Lodder, Theo Klimstra) have found permanent positions in universities in Belgium and Netherlands. Several of Luc's PhD students have received important scientific awards as a token of formal recognition by the scientific community.

In all these mentoring roles, Luc Goossens has always acted in a critically constructive and supportive role toward students, by pointing out their strengths and encouraging them to live up to their potentials. Students, both at graduate and undergraduate level, greatly appreciated Luc's enthusiasms and his teaching skills; he was awarded the Best teachers award (3 times in a row) and the Funniest teacher award by the Psychology students association.

One PhD student, who had just been granted her degree, thanked him by saying: "*You believed in me from the very start, which was long before I started to believe in myself*". I think that this sentence well describes the qualities that every student would like to find in their teachers and supervisors.

For all these reasons, the Award committee is glad to honor professor doctor Luc Goossens with the EARA2020 Outstanding Mentor Award for his relentless efforts to contribute to the field, through training, guiding and encouraging of early career researchers both through direct instruction and collaboration in research.

## ***Best Poster Awards EARA 2020, Porto, Portugal***

**Submitted by Ioana Pop**

**On the behalf of the EARA Young Scholars Committee:**

Ioana Pop & Maria Magdalena Kwiatkowska

**Jury members:**

Prof. Susan Branje & Prof. Wim Beyers

**The awards:**

-a certificate and a free extension of their EARA membership for two additional years

**The winners:**

1. Savaş Karataş *University of Bologna, Italy*

For the poster: "*School cultural diversity climate and intergroup contact experiences of native adolescents and adolescents with a migrant background: A longitudinal study.*"

2. Casandra Timar-Anton, *Babeş-Bolyai University, Romania*

For the poster: "*How identity processes and action crisis predict personal goal status in a sample of first-year university students.*"

3. Monica Noriega, *University of California, San Francisco, US*

For the poster: "*Trauma and resilience among latinx girls: A mixed methods exploration of positive adaptations for trauma and healing (PATH)*"

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**Posters submitted for the competition:**

43 posters (not all the participants were eligible for the competition)

**Posters sent for evaluation:** 6 posters

**Eligibility criteria:**

- to have a doctoral student position
- to be an EARA member
- to have one's poster accepted for presentation at the EARA 2020 conference

## ***EARA Young Scholars activities at the digital EARA conference in Porto***

**Submitted by Susanne Schulz**

*Utrecht University, The Netherlands*

Despite its digital format, the 17<sup>th</sup> EARA conference was attended by many students and early career scholars not only from Europe, but also from all over the world. The high quality scientific program was inspiring and covered many relevant topics in adolescent research. It was great to see that so many young scholars contributed to a successful conference by presenting their research in poster presentations and symposia, and actively participating in the discussions.

As the EARA Young Scholars Committee, we organized a variety of digital activities for young scholars, which allowed them to get actively involved, even though we were not able to meet in person this year. All activities were well-attended and well-received by our young scholars. We were delighted to see that everyone participated actively and enjoyed the activities. This year's conference required a great deal of flexibility from all participants

and organizers, and we want to thank everyone for adjusting so quickly and contributing to our activities' success.

The digital pre-conference workshops were attended by over 50 young scholars and covered a wide variety of academic skills. During the conference, we organized the "Meet-the-Editors" session, in which five editors of influential social-developmental psychology journals provided valuable advice and answered many questions about the publishing process. Many thanks to all participants for your interesting and inspiring questions, and of course to our skilled editors Alexander Vazsonyi, Elisabetta Crocetti, Baptiste Barbot, and Linda Juang for sharing their expertise!

Although we could not organize our famous Young Scholars dinner this year, we made up for it with a fun and creative social activity. On Thursday evening, September 3<sup>rd</sup>, several young scholars joined our specifically developed Young Scholars pub quiz for an evening of fun, mystery, and getting to know each other. We're sure everyone left that night just a bit smarter.

During the General Assembly, the Young Scholars poster award committee, chaired by Ioana Pop and Maria Kwiatkowska, awarded the three best posters presented by PhD candidates. The posters were judged by past EARA president Susan Branje and current EARA president Wim Beyers. Many thanks to our jury for providing helpful feedback on the posters of all PhD candidates who applied for the award! The winners of the Young Scholars poster award were Savaş Karataş, Casandra Timar-Anton, & Monica Noriega. Congratulations!

As we are starting a newly assembled Young Scholars committee, we would like to thank our passionate, hard-working representative Marlies Maes and our communication manager Ioana Pop for their great commitment and wonderful work for the Young Scholars. Susanne Schulz will take

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over Marlies' role as representative, alongside four new enthusiastic Young Scholars committee members: Daráine Murphy, Flore Geukens, Savaş Karataş, and Maria Kwiatkowska.

Finally, with great excitement, we observe how active and passionate EARA Young Scholars are and we are looking forward to keeping in touch with you. You can keep an eye out on the [EARA website](#) or join us on [Facebook](#) and [Twitter](#)! We are also looking for new [Young Scholar National Representatives](#) for several countries. Are you interested in getting more involved and taking up that role, or would you like more information? Or do you have any ideas how to strengthen our network of young scholars in adolescent research? Feel free to contact us ([earayoungscholars@gmail.com](mailto:earayoungscholars@gmail.com))! We're looking forward to hearing from you.

Your EARA Young Scholars committee,

Susanne Schulz  
Flore Geukens  
Savaş Karataş  
Maria Kwiatkowska  
Daráine Murphy

## ***EARA National Representatives: online meeting***

**Submitted by Olga Solomontos-Kountouri**

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The meeting for EARA national representatives was held online on the 3<sup>rd</sup> of September 2020 via teams' platform. The new coordinator of EARA representatives and newsletter editor, Olga Solomontos-Kountouri, organised the meeting. Twenty two people attended the meeting, amongst them, EARA past and present presidents, EARA secretary and EARA Young Scholar representative. Fabrizia Giannotta, the previous National Representatives'

Coordinator and the Editor of the Newsletter opened the meeting. She was praised by the new Coordinator for her 8 years of dedication and service to EARA and her solid and admirable job. Then each representative presented him/herself and shortly described their relation with EARA as well as their research interests and ideas.

Then the two basic Duties of Representatives were presented and discussed. These are:

1. The obligation of each representative to contact potential EARA members in each country and attract them to become EARA members. Spread news and information for EARA activities, especially for EARA Conferences both to EARA members of their country, as well as psychologists, sociologists, social workers, or educators who are dealing with adolescence. Collaborate with Young Scholar representative of your country and bring new members.
2. The obligation of National representatives also to collaborate with the Newsletter. Each Representative undertakes the presentation of research activities on a hot topic or research activities related to adolescence from their country.

From previous Newsletters 9 collaborations were encountered. This has, so far, been a very successful initiative and produced some interesting special topics and there is a need for it to be continued.

It must also be mentioned that the National representative role lasts for four years. After that, if nobody is available to take over, he/she can continue for another four years. If someone else is willing to take over and the present representative would like to continue, then the EARA members will be asked to vote. It has been also proposed and accepted that the new representatives should have been trained from the past representative in order to keep the sustainability and the good networking. Lastly, it has been mentioned that we will send via EARA mailing list a request for national representatives from countries such as: **Spain, UK, Finland and Poland.**

	COUNTRY	REPRESENTATIVE	YEAR
1	AUSTRIA	Elisabeth Stefanek	2018 2026
2	BELGIUM	Anna Sophie Broehl	2020 2028
3	BULGARIA:	Radosveta Dimitrova	2014 2022
4	CYPRUS	Panagiotis Stavrinides	2018 2026
5	CZECH REPUBLIC	Jan Serek	2012 2020
6	FINLAND	<i>No representative</i>	
7	FRANCE:	Cyrille Perchec	2018 2026
8	GERMANY	Katharina Eckstein	2018 2026
9	GREAT BRITAIN	<i>No representative</i>	
10	GREECE	Spryros Tantaros	2018 2026
11	IRELAND	Samantha Dockray	2020 2028
12	ITALY	Tiziana Pozzoli	2018 2026
13	JAPAN	Kazumi Sugimura	2018 2026
14	LITHUANIA	Rasa Erentaitė	2018 2026
15	LUXEMBOURG	Isabelle Albert	2013 2021
16	NETHERLANDS	Caspar J. van Lissa	2018 2026
17	POLAND	<i>No representative</i>	
18	PORTUGAL	Marisa Matias	2018 2026
19	ROMANIA	Lavinia Damian	2020 2028
20	SPAIN	<i>No representative</i>	
21	SLOVAKIA	Mária Bačíková	2016 2024
22	SWEDEN	Ylva Svensson	2016 2024
23	SWITZERLAND	Grégoire Zimmermann	2018 2026
24	TURKEY	Eylem Türk	2016 2024

## *EARA Publications*

Barbot, B., Hein, S., Trentacosta, C., Beckmann, J. F., Bick, J., Crocetti, E., Liu, Y., Fernandez Rao, S., Liew, J., Overbeek, G., Ponguta, A., Scheithauer, H., Super, C., Jeffrey, A., Bukowski, W., Cook, T., Côté, J., Eccles, J., Eid, M., Hiraki, K., Johnson, M., Juang, L., Landi, N., Leckman, J., McCardle, P., Mulvey, K. L., Piquero, A., Preiss, D., Siegler, R., Soenens, B., Yousafzai, A., Bornstein, M., Cooper, C., Goossens, L., Harkness, S., van IJzendoorn, M. (2020). Manifesto for new directions in developmental science. *New Directions for Child and Adolescent Development*, 172, 135-149.  
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