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Editor

Olga Solomontos-Kountouri

Theological School of the Church of Cyprus,
Nicosia, Cyprus.

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From the President

Dear EARA members,

Finally, summer has arrived after a long and rainy winter. Although heavy rain is still affecting some of you, we can now look forward to our 2024 conference in Limassol, Cyprus (25 to 28 September 2024), guaranteed to be sunny and exciting. A big thank you to Olga Solomontos-Kountouri and her team who are now very busy with the organisation of the conference. They have lined up an excellent range of speakers and events. The theme of the 2024 conference is “*Promoting Adolescent Solidarity and Wellbeing*”, which is particularly topical in the current climate of increasing polarisation, the adoption of more extreme positions as well as increasing levels of isolation and loneliness among young people and rising levels of mental health problems. Keynotes will be delivered by Marlis Buchmann, Kostas Fanti, Panayiota Kendeou and Michael Pluess. A wide range of symposia, round tables as well as social

events will give ample opportunities for discussion and for meeting up with old and new friends. We of course also look very much forward to your own contributions and new impulses for research and investigation. I want to thank you all for your great interest in the conference, as demonstrated in the good numbers of excellent papers and symposia you have submitted.

Please register early and do not forget to arrange your hotel booking in good time. All those who will present at the conference are eligible to submit an abstract for a special issue in the *Journal of Adolescence* on the topic of the conference. Our special JoA issue on *Adolescents' Digital Lives*, based on the 2022 EARA conference in Dublin, is now available online: [Adolescents' Digital Lives: Journal of Adolescence \(wiley.com\)](https://onlinelibrary.wiley.com/doi/10.1111/jad.12500).

Before the 2024 conference Susan Branje in collaboration with Lysanne te Brinke, Lisa Kiang, Dagmar Strohmeier and Neslihan Güney Karaman have organised the joint EADP-EARA-SRA summer school which will be held in Larnaca, Cyprus from 21-25 September, just before the conference itself. The summer school brings together established researchers, recognized for their expertise and teaching abilities with doctoral students from around the globe, for several intensive days of research training. The training includes exposure to innovative and creative research, as well as workshops focusing on professional skills. This year's senior scholars include (in alphabetical order): Christy Buchanan, Marlis Buchmann, Charissa Cheah, Steven Eggermont and Kostas Fanti. A big thank you goes to all of them and of course the organisers.

During the conference we will also celebrate and recognise the achievements of our members and colleagues, including the

bearers of the EARA Lifetime Achievement Award, the Young Scholar Award and the EARA Outstanding Mentor Award. And before the conference you are all invited to make your nominations for the next president elect and for members of the EARA Council and for the EARA Early Career Committee. The EARA elections are now open and you find the presentations of the candidates by [clicking here](#).

I am excited about the new opportunities and your inputs to our society and look very much forward to meeting up with you at our 2024 conference in Limassol, Cyprus.

Ingrid Schoon
EARA President
University College London (UCL), UK

Special Issue on “Adolescents’ Digital Lives”

Journal of Adolescence, 2024

Submitted by Jennifer Symonds, UCL, UK,
Wim Beyers, Gent University, Belgium and
Ingrid Schoon, UCL, UK

Adolescents develop within a digital context that is rapidly diversifying and expanding. There are ongoing debates about how digital contexts impact adolescent wellbeing, as new information paints a complex picture of adolescents' digital device usage and online social interactions. The ethics of the Internet where young people are targets of profiteers has never been more important, as online experience expands with new opportunities, technologies, and cultures.

Responding to the importance of the digital context in adolescent development, EARA organised a special issue on [Adolescents Digital Lives](#) (Beyers, Symonds, and Schoon, 2024) that was published in the Journal of Adolescence in April 2024. The special issue featured 11 articles, an editorial, and a discussion by Professor Sonia Livingstone. The impetus for the special issue was the 18th EARA biennial conference held in Dublin in 2022, where the conference theme was *Diverse and Digital*. The call for papers for the special issue was issued to all presenters and EARA members in late 2022. Following an excellent response to the call, a total of 11 studies were selected for submission to the special issue, making for a high quality and diverse set of papers.

The editorial (Schoon et al., 2024) emphasised the expansion of the digital context and the spillover between online and offline worlds. The issue of individual differences in how adolescents cope with and operate within the digital context was also drawn forward by the editors. Each paper was summarised in the editorial, with additional comments regarding their contribution to the field. The full list of papers can be [viewed here](#) and the references are in the end of this Newsletter, at EARA Publications page 16.

The 11 papers, with samples from Australia, Austria, Belgium, Germany, Israel, Italy, and the Netherlands, covered the topics of:

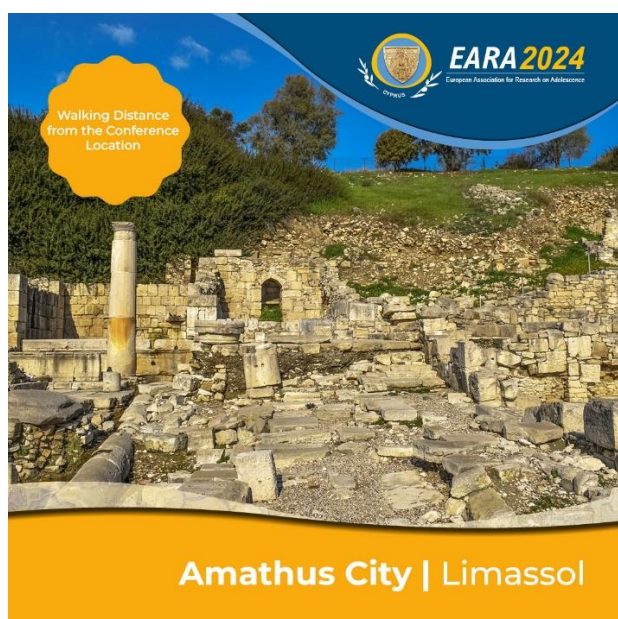
- emotional regulation while using digital devices (Scott et al., 2023),
- the impact of anxiety on adolescents' experiences of socially rich digital experiences (Angelini & Gini, 2023),
- testing a new measure of adolescents' social interaction skills in online and offline contexts (Lamash et al., 2023),

- the role of social media and offline activities in satisfying adolescents' basic psychological needs (Van de Castele et al., 2023),
- the impact of a school-based intervention for reducing social network and smartphone addiction (Favini et al., 2023),
- gender differences in digital career aspirations (Strohmeier et al., 2023),
- parental mediation of adolescents' gaming behaviour (Bradt et al., 2023),
- parental support for adolescents' information seeking on the Internet (Kurock et al., 2023),
- the mediating impact of peer networks and school connectedness on the relationship between cybervictimisation and wellbeing (Menabó et al., 2023),
- the influence of adolescent vloggers over other adolescents' attitudes towards COVID-19 restrictions (Hensums et al., 2023),
- and the impact of online media on adolescents' ethnic prejudice (Bobba et al., 2023).

Reflecting on the papers, Livingstone (2024) encouraged researchers to consider specific forms of digital engagement, regulation, and design, rather than use broad categories such as screen time and 'device' usage. Livingstone gave a useful example of adolescents' naturally discussing specific games and patterns of use and social interaction, rather than talking about their total amount of screen time. Also emphasised was individual characteristics, exemplified by Angelini and Gigi's (2023) study of how adolescents with more anxious dispositions engaged differently with socially rich online environments in comparison to adolescents with less anxious dispositions.

Livingstone extended the issue of a lack of specificity in research on adolescents' digital lives to adults who mediate and produce digital experiences. Livingstone explained that broad concepts such as 'parental control' can be ambiguous because there are fine grained forms of control or guidance that are attached to specific digital activity. The multiple and complex roles of adults in designing, producing, and regulating the digital context was also noted as another important direction for research and practice.

Livingstone concluded the discussion by emphasising three different approaches currently taken to researching adolescents' digital lives: comparison of offline and online experiences, studies of the use or non-use of digital technologies, and research into the development of digital worlds and cultures. The special issue papers span all three approaches, and together as a volume of work, signal many different pathways for research and theory development on adolescents' digital lives.



Amathus Ancient City,

Walking Distance from the Conference Venue

Updates from EARA Young Scholars soon to be named Early Career Researchers committee

Submitted by Beatrice Bobba,
University of Bologna

Dear EARA-members,

We would like to update you on recent news and communications from the EARA Early Career Researchers committee.

Committee news

As you might have noticed from the title above, we are coming back to you with a brand-new name. Our group, formerly the Young Scholars committee, is now transitioning to the new name of Early Career Researchers (ECRs) committee. We chose a name that could reflect the spirit of the group, which welcomes all researchers in their early career stages (from PhD to postdoctoral positions). The new name, logo, and contacts of the group will be officially launched during the upcoming conference in Cyprus.

Besides the change in name, the Committee has more news to share concerning its members. Daráine Murphy is stepping down from her role of Committee Representative and will be working as Deputy Representative until the end of her mandate. We would like to take this opportunity to

thank Daráine for all the effort put into the Committee and the work done to strengthen this network of early career researchers over the past years! Beatrice Bobba, previously our Deputy, is now taking on the role of Committee Representative and continues the work done so far to advance our group of researchers.

Looking forward to EARA 2024

We are getting close to our next EARA conference in Cyprus. As the event approaches, the committee is organizing exciting activities for young scholars. First, you will have the opportunity to gather tips and suggestions from editors of highly competitive journals in the field of adolescent research during the Meet the Editor session. More details on this will follow soon!

Additionally, if you are a young scholar/early career researcher with a poster accepted for the conference, do not miss the opportunity to apply and win the EARA Best Poster Award. We will inform you very soon about the application process 😊.

Last but not least, there will be more informal activities as well to create opportunities to network and connect with each other. To start on the right foot, we are planning a drinks night out and the young scholars' dinner. We are looking forward to meeting you there!

Please check the EARA 2024 Conference's website frequently to get the latest news and information about upcoming events and activities!

Emerging Scholar Spotlight

The Emerging Scholar Spotlight is a great opportunity for young researchers to have their research distributed within and outside the EARA community. Every month, the spotlight is published on our social media

channels and the EARA website. If you are an EARA Early Career Researcher and you recently published a study in an international journal, consider contributing to the next spotlights of the group. For further details, you can reach out to our email address: earayoungscholar@gmail.com. We are looking forward to receiving your research updates and spreading the news about the great work you have been doing! Stay updated!

We regularly publish news, announcements, and the monthly spotlight on our Twitter page (@EaraYoung). Follow us to stay updated!

Your EARA Young Scholars/Early Career Researchers committee,

Beatrice Bobba, Daráine Murphy, Savaş Karataş, Anna-Maria Mayer, Maria Petridou

The 2024 EARA-EADP-SRA

Summer School

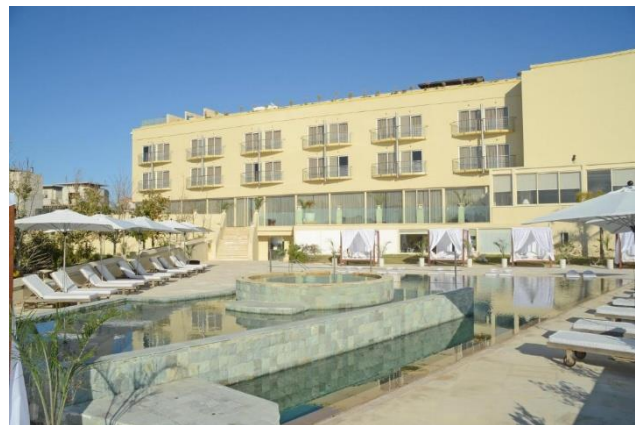
Submitted by Susan Branje,
Utrecht University

Preparations for the 2024 EARA-EADP-SRA summer school are well underway! We found 5 renowned researchers of different topics of adolescent development willing to participate in the school. Their names are (in alphabetical order): Christy Buchanan, Marlis Buchmann, Charissa Cheah, Steven Eggermont, and Kostas Fanti. Also, last month the different selection committees of the three organizations each selected 8 PhD students from around the globe to participate in the summer school. In total 24 PhD students out of 75 applicants were selected based on their academic records, research

experience, letters of recommendation, and overall evidence of scientific aptitude and competence.

Thanks to the EARA2024 conferences, we found a great location for the summer school: the site for the school will be the E hotel in Larnaca, a city on the southeast coast of Cyprus, on the Mediterranean Sea. The summer school will take place directly before the conference so that participants can join the conference afterwards.

The summer school includes preparatory readings and four intensive days of research training. The training includes exposure to innovative and creative research, as well as workshops focusing on professional skills. The participating PhD students will also present and get feedback on their PhD studies. The summer school is organized by Susan Branje, Lysanne te Brinke, Lisa Kiang, Dagmar Strohmeier and Neslihan Güney Karaman.



We are very pleased to welcome you on the sunny island of Cyprus for the XIX Conference of the European Association for Research on Adolescence 2024. The Conference is organized by the Theological School of the Church of Cyprus in collaboration with EARA and supported by easyconference.

This is a period of preparation and working out all the important details. In the previous EARA Newsletter (November, 2023) we presented the abstracts of the keynote speakers. Now we provide the integrative abstracts for the Invited Symposiums and Roundtables as well as the workshops. We also provide information for Young Scholars' Social Events.

Keynote Speakers



Marlis Buchmann

Professor of Sociology,
University of Zurich,
Switzerland

Civic engagement and expressions of solidarity during adolescence: The role of developmental antecedents and social change



Kostas A. Fanti

Professor of
Developmental
Psychology, University
of Cyprus, Cyprus

Callous unemotional traits, emotional processing, and pathways to antisocial behavior: Evidence from empirical and intervention studies



Panayiota Kendeou

Professor of Educational
Psychology, University of
Minnesota, USA

Education in the Age of Artificial Intelligence (AI): Implications for Theory and Instruction



Michael Pluess

Professor of
Developmental
Psychology,
University of
Surrey, UK

More than Resilience: Positive Development

Invited Symposia



Susan Branje

Professor, Utrecht
University, The
Netherlands

Dynamics of parent-adolescent relationships: Individual processes and long-term outcomes

It is well known that parent-adolescent relationships are important for adolescents' psychosocial functioning. Recent developments in the area of parent-adolescent relationships have shown that we need a better understanding of processes in the parent-adolescent relationship across different time scales and their interrelations. Also, we need a better understanding of the universality versus uniqueness of these processes and their outcomes across families. The contributions in this symposium will therefore focus on differences across families in the dynamic processes of parent-adolescent relationships and parenting across different time scales, ranging from day-to-day to year-to-year. Moreover, by

coupling shorter-term processes with long-term outcomes, the symposium will address whether, when and for whom developmental dynamic processes shape more stable long-term outcomes.



Carmel Cefai

Professor, University of Malta

Enhancing adolescents' wellbeing and resilience

This symposium examines adolescent resilience and well-being from various perspectives and in various contexts, with five papers from, Italy, Croatia, Ukraine, Malta, Norway, Greece and Cyprus.



Jane Hurry

Professor, University College London, UK

The Emotional Consequences of Environments, particularly School Environments, on the Mental Health of Neurodiverse Adolescents

The overarching theme of this symposium is the role of environmental factors in reducing the risk of depression in neurodivergent adolescents. Neurodivergent adolescents, for example those with a diagnosis of autism and/or ADHD, are at high risk for depression, self-harm and suicide. It is broadly acknowledged that this risk arises

through interplay of individual characteristics and environmental factors. However, prior research studies have mainly focused on the former while largely overlooking the latter, individuals' difficulties with negotiating stress and emotion regulation being identified as contributing factors for depression. The alternative possibility, that such behaviours are a response to ADHD- and autism-related differences in the exposure to, and the experience of, environmental provocations and stressors and associated challenges to emotion regulation, has not been sufficiently explored. In this symposium we set out to explore this emotional burden hypothesis theoretically and empirically, through qualitative and quantitative methodologies, principally in school environments.



Siegmund Otto and Nicolas E. Neef

Universität
Hohenheim, Stuttgart,
Germany

Youth, Climate, and Change: Exploring Responses, Well-Being, and Pro-Environmental Behavior

The studies in this symposium explore adolescents and young adults' diverse responses to climate change, the impact of climate change on their mental well-being, and ways to measure and foster their pro-environmental behavior. The first study identifies different profiles of adolescents' climate change distress and denial, highlighting the dynamic nature of these responses. The second study emphasizes pro-environmental behavior as an extension of prosocial behavior, by applying the model of helping behavior to the ecological domain.

The third study reports on the efficacy of a novel approach to promoting adolescents' pro-environmental behavior. The fourth study focuses on the psychological benefits of nature connectedness for adolescents, particularly in terms of well-being and mental health. The fifth study presents a tool to holistically measure sustainability competencies especially designed to assess the outcome of education for sustainable development (ESD) including knowledge, motivation and behavior for different age groups.



Metin Özdemir

Associate
Professor,
Örebro University,
Sweden

Moving Beyond Deficit Perspectives: Can Developmental Research Propose New Approaches to Studying Youth with Refugee and Immigrant Backgrounds?

There is a prevalent trend in media, policy discussions, and scientific literature linking youth with immigrant or refugee backgrounds to heightened susceptibility to various risks. Social science research, particularly psychology, has contributed to this perception by studying risks and negative outcomes. Unfortunately, this emphasis on risks has been exploited by right-wing, anti-immigrant political groups to frame immigrants and immigration as problematic, gathering support for their discourse. This trend requires redirection by highlighting the potential in immigrant youth and their contribution to society.

The first paper presents an analysis of the common trends in developmental research, focusing on databases in social science,

especially psychology, and proposes several approaches to develop a more comprehensive understanding of the development and adjustment of youth with refugee and immigrant background that moves beyond the deficit approach. The second paper advocates incorporating decade-old strengths-based approaches from fields like teacher education into developmental research, alongside promoting underrepresented scholars in research to pave the way for developing a more insightful research agenda. The third paper critiques dominant theoretical frameworks used in studies on refugee and immigrant groups, and proposes a developmental science perspective, as well as methodologies, that may help researchers to focus on developmental changes, rather than the dichotomies, to achieve a comprehensive understanding of developmental processes and outcomes. These presentations collectively challenge prevailing views on immigrant and refugee youth, offering alternative approaches to studying their development and adjustment. By embracing a more comprehensive understanding, the field can progress towards a more inclusive and insightful research agenda.



Ingrid Schoon

University College
London, UK

The EARA Collaborative Network Showcase: New Research on Discrimination, Inequality, LGBTQ, Prejudice, and Mental Health

In 2022, EARA launched a competition for early career researchers and senior academics to join the EARA Collaborative

Network. The networked aims to produce high quality scientific outputs through cross-disciplinary and cross-career-stage working in key thematic areas. After a rigorous application procedure, four network clusters were established in the areas of (1) inequality, (2) LGBTQ, (3) prejudice and norms, and (4) well-being and mental health. Each cluster comprises one or two senior scholars and between two and four early career researchers, with members from universities based in Germany, Israel, Italy, Portugal, the UK, and the USA. Each cluster began collaborating on an empirical analysis or evidence synthesis in 2023. In this showcase, each cluster will present their results for the first time.

The first presentation investigates the mediating role of students' awareness towards cultural diversity in the relationship between discriminatory school climate and students' well-being. The second presentation focuses on teacher prejudice and uses person-oriented analysis to understand the roles of moral disengagement, self-efficacy, and social anxiety in why teachers present biases against foreign students. The third presentation draws on an international sample of sexual minority adolescents to study the relationships between cyberbullying, depression, and internalized homophobia. Finally, the fourth presentation synthesizes the international research on adolescent's experiences of anxiety relating to the COVID-19 pandemic, using a qualitative systematic review. The showcase will end with reflections from the early career researchers involved in the clusters, regarding their experiences of the EARA Collaborative Network and their vision for new collaborative working.



Laura K. Taylor

Associate Professor,
University College
Dublin, Ireland

From Trauma to Peace: Global Perspectives on Youth in Conflict Settings

Over 1 billion young people are affected by global conflict. Psychological science has unique and important contributions to understanding, healing, and preventing such violence. This symposium brings together papers that not only document the harmful effects of political violence and trauma on youth, but also, the ways that young people actively and constructively try to address conflict.

Roundtables



Elisabetta Crocetti

Professor,
University of
Bologna, Italy

Research on Adolescence: The experience of ERC projects

This roundtable brings together EARA scholars conducting frontier research funded by the European Research Council (ERC). In an interactive discussion with the audience, the panelists will share their experience in designing and implementing their ERC projects, focusing on both opportunities and challenges of conducting so-called “high-risk/high-gain” research. Furthermore, they

will share their experience with the writing and submission of the grant proposal and the evaluation process.



Frosso Motti-Stefanidi

Professor Emerita,
National and
Kapodistrian University
of Athens, Greece

Promoting Positive Adaptation and Development among Refugee Children and Youth

Millions of children and youth reside in countries different than those where they or their parents were born. Their families may have migrated voluntarily to seek a better future, or they may have been forcibly displaced by war and atrocities and have sought refuge in another country. Refugee and immigrant-origin children and youth need to address similar developmental and acculturative issues, as well as similar challenges related to their social status in host societies (e.g., discrimination). However, refugee children and youth also face significant trauma and insecurity linked to the adverse events that necessitated their flight from their country of origin (war, pain, death), the hardship endured during their perilous journey to destination, and the complex, lengthy and uncertain legal process after seeking asylum. These challenges often have a negative impact on their mental health, development, and acculturation.

This roundtable brings together scholars conducting cutting-edge research on immigrant and refugee youth development, acculturation, and mental health. Based on a strengths-based multilevel resilience perspective, the panelists will share their experience and discuss a) the importance of refugee children and youth doing well in the host society, b) the challenges they often face,

which may place at risk their adaptation, c) which personal, proximal- and distal- context resources matter for their positive adaptation, and d) how to promote their development, acculturation, and mental health when they often live in host societies that may be negative towards their presence in the country.

The panelists are (in alphabetical order):

Elisabetta Crochetti, University of Bologna, Italy

Frosso Motti, National and Kapodistrian University of Athens, Greece (chair)

Vassilis Pavlopoulos, National and Kapodistrian University of Athens, Greece

Michael Pluess, University of Surrey, UK

Peter Titzmann, Leibniz University Hannover, Germany



Dagmar Strohmeier

Professor, University
of Applied Sciences
Upper Austria,
Austria & University
of Stavanger, Norway

Destination Future: Is Developmental Psychology Ready to Take off?

The world is facing complex global societal challenges including accelerating climate change, a pandemic, rising social inequalities also in well-functioning welfare states, cultural and linguistic diversity, and a renewed call for racial justice. Developmental science associations (e.g., EARA, EADP, SRA, ISSBD, ICDSS) can make strong contributions to address these and other global challenges because developmental psychologists have the necessary theoretical, methodological, and empirical knowledge.

This round table discusses (1) which competencies and virtues developmental science associations should promote among developmental psychologists working in research and practice, (2) what kind of research should be promoted more heavily in the future by these associations, and (3) which competences should ideally be fostered early on to prepare adults to cope with global societal challenges based on strong developmental research.

Pre-Conference Workshops

We encourage EARA24 conference participants, especially young scholars and early careers to check out the very interesting topics of pre-conference workshops. Surely you will find the most suitable for you. We advise you to register early!



Linda Juang

Professor,
University of
Potsdam

On Writing Well

This workshop will have two parts. In the morning we will discuss writing as praxis, think about who we are as writers and who we are writing for, formulate writing goals, and engage in writing exercises to practice clear, strong writing. Participants will be asked to bring something they are working on to practice a few writings and editing strategies. In the afternoon we will have a mini-writing retreat. We will dedicate a few

hours of uninterrupted time to work independently, but in the presence of fellow workshop participants for support. Learning writing strategies, practicing, and developing a community of support are important for getting writing done and doing it well.



Marlies Maes

Assistant
Professor, Utrecht
University,
Netherlands

How to get your message across: Creating a powerful (conference) presentation

A conference is a wonderful way to expand your knowledge and catch up on the latest developments in your field. However, it is sometimes hard to tell at the end of a presentation what the main finding and message was. How can you help your audience? How can you create a powerful presentation that sticks to your audience?

In this workshop, we will discuss how to avoid common and more subtle pitfalls, and how to grab and maintain the attention of your audience. Hands-on tips and tricks will be provided that help you to get your message across. We will focus on several topics, including how to best structure your presentation, achieving the desired impact, and designing slides that do not distract the attention of your audience but rather support your message. After this workshop, you will have several tools that will help you to get your message across and to make a powerful presentation!



Stefanos Mastrotheodoros
Assistant Professor,
University of Crete,
Greece
Researcher, Utrecht
University,
Netherlands

Introduction to Longitudinal Data Modelling with R

Longitudinal data, or repeated measures, are often considered the gold standard for studying developmental processes in the behavioural sciences. In this workshop, we will focus on longitudinal analysis methods that answer two broad key developmental questions: how do things change over time, and what are the interrelationships in behavioural change. The workshop will use R, a freely available software to conduct statistical analysis, and will introduce the participants in statistical methods under the Structural Equation Modeling (SEM) framework, such as Latent Growth Curve Modeling and Cross-Lagged Panel Models.



Stefanie A. Nelemans
Associate Professor,
Utrecht University,
Netherlands

Mixture Modeling/Person-Centered Analyses for Cross-Sectional and Longitudinal Data

Are you interested in so-called ‘person-centered’ analyses? Do you have a research question concerning unobserved (i.e., latent) subgroups of individuals within your sample that have similar characteristics and requires mixture modelling? For example, are you

interested in subgroups with different profiles/scores on several variables, or subgroups with different developmental patterns on one or more variables over time? Would you like more information on the decisions (and potential challenges) involved in conducting mixture modeling and how to interpret the results of these analyses? Sign up for this pre-conference workshop and learn more about mixture modeling in the context of both cross-sectional and longitudinal data! This pre-conference workshop will introduce you to the methodology and analysis of person centered analyses and Mixture Modeling, using a combination of interactive lectures and small individual and group exercises. The Mplus software program will be used for illustrating and interpreting results (one part of the workshop), but NO specific background in this program is required! The workshop will specifically address Latent Class/Profile Analysis, Growth Mixture Modeling, and Latent Class Growth Analysis.



Jennifer Symonds
Professor, University
College London,
United Kingdom

Secondary data analysis across studies: An introduction to cross-study research

This half-day pre-conference workshop will provide an insightful introduction to the methodology and techniques of secondary data analysis across studies, with a focus on longitudinal cohort study data. The workshop begins by outlining the conceptual underpinnings of cross-study research, highlighting its relevance in various disciplines including social sciences,

healthcare, and education. Participants will be introduced to key concepts of data harmonisation, equivalence and standardisation and will explore the advantages and challenges of undertaking cross-study research. Through a combination of interactive lectures and hands-on exercises, participants will learn about practical strategies for navigating the intricacies of secondary data analysis across studies, as well as understanding the benefits of cross-study research for academic investigation.

Extended abstract

The UK is home to some of the world's largest and longest-running longitudinal population studies and cross-study analysis can help to understand more about group differences, the role of contextual factors, and how societal changes may impact on outcomes for individuals over the life course or across generations. The workshop begins by outlining the conceptual underpinnings of cross-study research, highlighting its relevance in various disciplines including social sciences, healthcare, and education. Participants will be introduced to key concepts of data harmonisation, equivalence and standardisation and will explore the advantages and challenges of undertaking cross-study research. Through a combination of interactive lectures and hands-on exercises, participants will learn about practical strategies for navigating the intricacies of secondary data analysis across studies, as well as understanding the benefits of cross-study research for academic investigation. Through real-world examples and best practices, attendees will learn how to identify compatible datasets, access harmonised datasets, and explore cross-study data guides on a range of themes. Moreover, participants will engage with examples of published academic research to

understand the diverse applications and insights that cross-study research can bring to the study of change over time and across generations. By the conclusion of the workshop, participants will have acquired a comprehensive foundation in the principles and techniques of cross-study research, providing them with the confidence to use existing harmonised datasets, undertake their own data harmonisation and undertake research that exploits the full potential of cross-study analysis in their respective fields of inquiry.



**Eleni
Theodorou**

Associate
Professor,
European
University Cyprus

Qualitative research design and analysis

The aim of this workshop is to provide an overview of the epistemological framework of qualitative research as well as the basic steps in designing and conducting a qualitative research project in the social sciences. Inter alia, attention will be given to issues of research problem and research question posing, recruitment, data collection, data analysis and research ethics. The workshop is addressed to novice qualitative researchers and workshop participants are encouraged to come to the workshop sharing questions and/or challenges they may be facing in their own experience with qualitative research.

Social Events of Young Scholars



Young Scholars Drinks Night Out

Date: Wednesday 25 Sep 2024

Time: 20:00 – 22:00

Where: Nearby Beach Bar

Just after the Welcome Cocktail, young scholars will walk along the beach to a beautiful beach bar where they will continue enjoying the sunset. Ticket includes two local drinks and small bites.

Young Scholars Dinner

Date: Thursday 26 Sep 2024

Time: 20:00

Where: Malindi Restaurant on the beach

Young scholars will have another interesting night. At a short five-minute walk from the hotel along the beach, they will get to Malindi Beach restaurant for an enjoyable night at a sit down served dinner. Enjoy famous specialties with a glass of wine or local beer.

Important

Announcements

Registration

<u>Early (up to 15 July)</u>	<u>Fee (€)</u>
EARA Member	345
EARA Non-Member	485
Student EARA Members	185
Student EARA Non-Members	200

<u>Late (16 July onwards)</u>	<u>Fee (€)</u>
EARA Member	395
EARA Non-Member	530
Student EARA Members	205
Student EARA Non-Members	245

Workshop Fee (Wednesday 25/09) €60

Practitioners' Day Fee (Friday 28/09) –
Only for Locals €120

Registration fees include:

Access to the conference sessions,
conference material,
full lunches,
coffee breaks,
welcome reception and
farewell party (local food)

Call for Application

2024 EARA – Early Career Researcher Best Poster Awards in Cyprus

In collaboration with the Early Career Researcher committee, the European Association of Research on Adolescence (EARA) will assign the Best Poster Awards at the 19th EARA Conference in Limassol, Cyprus, September 25-28, 2024.

Eligibility criteria for Best Poster Awards Application:

- To be an EARA member
- To be a doctoral student
- To have your poster accepted for presentation at the EARA 2024 Conference in Cyprus.

How to apply?

First, please complete the online form (https://docs.google.com/forms/d/e/1FAIpQLSeX2aCQLawS5TibWraD8V9bUna6B2ElIPxelzVx7a9SvVyTzQ/viewform?usp=sf_link).

Deadline to apply: **30th of June 2024.**

Second, please send your final poster in advance for evaluation.

The final poster should be submitted via the EARA 2024 Conference website. More submission instructions will be sent soon via email.

The deadline for sending your final poster is 7th September 2024.

Selection process

The Best Posters Award Committee will evaluate all submissions and select the 2024 EARA Best Poster Awardees based on eligibility criteria, research innovation, and poster appearance.

The Best Poster Awards will be awarded during the EARA 2024 Conference in Cyprus.

Winners' announcement

The winning 2024 EARA Best Poster Awardees will be announced during the closing ceremony of the 19th EARA conference on Saturday, September 28th. Winners will receive an award certificate and a free extension of their EARA membership for two additional years.

EARA Publications

Special Issue on “Adolescents’ Digital Lives” References in Order of Appearance

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Inquiries

The EARA newsletter is a publication of the European Association for Research on Adolescence, and is published twice a year. All inquiries about the content of the newsletter should be addressed to the editor:

Olga Solomontos-Kountouri, PhD
Theological School, Church of Cyprus
1-7, Isokratous Street,
1016, Nicosia
Cyprus

E-mail: o.solomontos-kountouri@theo.ac.cy

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