



# Newsletter

November, 2025

## From the President

**Dear Members of the European Association for Research on Adolescence (EARA),**

As we approach the end of another productive year, I am pleased to share an overview of the many activities that have taken place in the last months. These initiatives reflect EARA's continuous commitment to supporting high-quality research on adolescence, nurturing the next generation of scholars, and strengthening our international community.

### **Training and Professional Development for Early Career Researchers**

We have continued to promote the training and professional development of early career researchers through initiatives such as the EARA Methodological Webinar Series, the Visiting Program, the Collaborative Research Network, and the EADP–EARA–SRA Summer School.

The **EARA Methodological Webinar Series** has played a central role in supporting the professional development of Early Career Scholars. The series offers members the opportunity to deepen their methodological knowledge, with past sessions on *qualitative research design, multilevel modeling, longitudinal data analysis, introduction to structural equation modeling, and academic writing*. We warmly

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invite all Early Career Scholars to check the upcoming webinars in the program and register to participate. Attendance is free for all EARA members. Beyond providing advanced methodological training, these sessions also foster discussion and networking opportunities that are particularly valuable for scholars at the early stages of their careers, helping them to build international collaborations.

The **EARA Visiting Program**, introduced in late 2024, provides early career researchers with the opportunity to collaborate directly with senior EARA members on publications or grant proposals. Three mentor–mentee pairs were selected through the first call and have already begun their visits. A second call has also taken place, resulting in the selection of three additional pairs. A third call will be published in 2026. These visits promote collaboration, mentoring, and skill development, and their outcomes are expected to be presented at the 2026 EARA Conference in Utrecht.

The **Collaborative Research Network** enables small groups of early career scholars to work jointly on shared projects, from conceptualization to publication, under the guidance of senior mentors. Four groups are currently working on this, and also the outcomes of these promising collaborations will be presented at the upcoming EARA 2026 Conference in Utrecht.

Another highlight of the past few months was the **EADP–EARA–SRA Summer School**, held in Anupriškės, Lithuania, in August 2025. Twenty-four selected PhD students from across the world engaged in an intensive experience. The lively scientific and social exchanges once again demonstrated the unique value of this joint initiative for building an international community of young scholars.

### **Community Engagement and Digital Improvements**

Over the past months, we have focused on consolidating our community by promoting

engagement across all membership levels. The **Membership Committee** has undertaken an extensive effort to reconnect with former members and gather feedback on how to make EARA even more inclusive and responsive to the needs of our community. Likewise, the **National Representatives**, under the coordination of Filomena Parada, have been working on innovative strategies to enhance EARA’s visibility and local outreach.

In parallel, we have implemented several key digital improvements, including the renewal of our **website** and an upgrade to our **membership management system**. These developments ensure more efficient communication and a smoother experience for all members.

### **EARA Conference**

We look forward to the upcoming **2026 EARA Conference in Utrecht**. The Call for submission is now open, and in this newsletter as well as on the conference website (<https://eara2026.sites.uu.nl/>) you can find all relevant information. We are also pleased to share that the last EARA Council meeting, held in September, approved an increase in funding for **travel grants** to better support early career researchers who may face financial constraints, enabling them to participate in the conference. At the same time, the Council introduced a new type of “**green**” **grant** aimed at promoting sustainable mobility. The Utrecht conference promises to be a stimulating opportunity for scientific exchange, networking, and collaboration across our international community.

In parallel, we have also begun organizing the **2028 EARA Conference**, which will be hosted in Bologna, Italy. Together with Susan Branje, Olga Solomontos-Kountouri, and a local team, we recently visited several potential venues in the city to identify the most suitable locations for both the scientific sessions and the social program. Our goal is to create an inspiring and engaging experience that reflects the cultural richness

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of Bologna while supporting high-quality scientific discussions.

## Looking ahead

More detailed information on all these EARA initiatives is available in this newsletter, as well as on the EARA website (<https://www.earaonline.org/>). Stay tuned and make sure to check all the emails regularly sent by our Secretary, Fabrizia Giannotta, for the latest updates. In the coming months, you will receive the call for elections, the call for awards, and regular updates about all the initiatives carried out by the Association.

As we look ahead to the coming year, I want to express my heartfelt gratitude to all the individuals who make EARA what it is: our dedicated Council members, the Early Career Committee, the other specialized Committees, and every member who shares their time, energy, and passion to advance our shared goals. It is thanks to your commitment that EARA continues to grow as a vibrant, dynamic, and connected community.

With warm regards,

**Prof. Elisabetta Crocetti, PhD**

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## Special Issue:

**“Populist and Extremist Attitudes vs Humankindness and Democratic Citizenship among Youth”**

*Edited by Simona Trip, University of Oradea, Romania*

In this Newsletter we examine the conceptual models of populist and extremist attitudes, analyzing the specific vulnerability and protective factors that determine whether

adolescents are susceptible to or resilient against these ideologies. This analysis is particularly timely and important because we are witnessing multiple efforts to destabilize democracy throughout Europe and beyond.

Under the ideological approach, populism is conceived as a group of ideas that ultimately divides society into two hostile, homogeneous factions: *the pure people* and *the corrupt elite*. Its central argument is that politics must exclusively reflect the general will of the people (Mudde, 2017).

Radicalization is the process of developing extremist beliefs, emotions, and behaviours. These beliefs are characterized by zeal and profound convictions that contradict fundamental societal values, democratic laws, and universal human rights, often advocating the supremacy of a specific group (racial, religious, political, economic, or social). Extremist emotions and behaviors manifest through actions that may include non-violent pressure and coercion, or norm-deviating actions that show contempt for life, freedom, and human rights (Borum, 2011; Klein & Kruglanski, 2013; Neuman, 2010).

Wiktorowicz (2005) introduced the "cognitive opening"—a moment when an individual, facing discrimination or crisis, finds their previously accepted beliefs destabilized, making them vulnerable and receptive to radicalized and populist ideologies. *What cognitive factors facilitate this opening?*

The path toward radicalization and populism often begins with the perception of unfairness and injustice - an individual believing their group lacks the same advantages as other groups, a belief sometimes unsupported by empirical evidence. The extent to which people perceived injustice, subsequently predicts perceived societal disconnectedness - the feeling that the individual does not belong to the mainstream of society, an idea that fuels violent attitudes (Doosje et al., 2013; Moghaddam, 2005).

According to Integrated Threat Theory (Stephan & Stephan, 2000), in-group

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members expect detrimental behaviour from the out-group. Deprivation can lead to a belief in in-group superiority, creating a symbolic threat that supports violent attitudes. Alternatively, the perceived threat to the in-group's existence is a realistic threat, which increases distance from out-group members and fosters violent attitudes.

The first article of this issue offers support for the idea that parents' cognitive prejudice contributed to significant increases in adolescents' cognitive prejudice over one year, regardless of youth's age and level of identification with the family. The increase in adolescents' cognitive prejudice (beliefs/stereotypes) due to peer influence was observed only among youth exposed to high parental prejudice (Bobba, et al., 2024).

The Uncertainty–identity theory postulates that people are motivated to reduce self-uncertainty (doubt about life, future, self, and identity) through group identification. Drawing on Social Identity Theory and Self-categorization theory, groups provide identity and reduce uncertainty by prescribing prototypes (attributes, beliefs, behaviours). When self-uncertainty is chronic or acute, people are strongly attracted to extremist and populist groups because they prescribe a clear prototype for all situations and how to behave toward out-group members (Hogg & Wagoner, 2017; Tajfel & Turner, 1979; Turner et al., 1987).

The authors of the first article reinforced the idea that adolescents' personal development, specifically stable educational identity statuses (i.e., achievement), plays a crucial role in shaping their inclusiveness. Adolescents in the achievement status, regardless of ethnic background, reported more inclusive attitudes than their peers, suggesting that exploring the importance of their studies fosters greater inclusiveness.

The Anxiety-to-approach model (Lüders et al., 2016) and the Reactive approach motivation theory (McGregor et al., 2013) posit that anxious uncertainty arises from either threats to the self (e.g., threatened self-control) or motivational conflicts like

impeded goal pursuit. In response, people utilize reactive defensive strategies to manage and escape this uncertainty, such strategies may include extremist and populist beliefs, emotions and behaviours.

The second article in this issue investigates the relationship between adolescent worries regarding a broad spectrum of societal issues and their civic behaviours. Adolescents who had more negative expectations about Europe's future were more likely to belong to the civic unengaged and political untruthful group.

A defining characteristic of the current global populist era is the heightened inclusion of religion as a core component in populist discourses internationally (Marzouki et al., 2016). The third article in this issue demonstrated that religious affiliation is a predictor of the extremist mind-set in adolescents.

Both populist and extremist ideologies rely heavily on a form of global evaluation of self/other as an underlying psychological mechanism, where the in-group is considered superior to the out-group. Global evaluation of human worth involves judging oneself and others as entirely good or bad based on behaviour or success. Most people practice conditional acceptance—valuing themselves and others only when things go well, and condemning them when they don't. Unconditional acceptance recognizes that all people are imperfect yet inherently valuable (Ellis, 1994). This habit of global evaluation fuels categorical thinking (“us vs. them”), social disconnection, and feelings of superiority. The third article of this issue revealed *Global evaluation of self* is part of the extremist belief system. The study also identified a global personality protective factor negatively related to the extremist mind-set, characterized by high Intellect/Imagination, high Extraversion, and low Agreeableness.

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## **1. Between Walls and Bridges in Contemporary Societies: The Development of Adolescents' Negative and Positive Intergroup Orientations**

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In contemporary societies, diversity can become either a *wall* that separates or a *bridge* that connects individuals and groups. Understanding why some adolescents develop negative orientations while others cultivate inclusive attitudes is crucial to fostering more cohesive communities (Hewstone, 2015). These attitudes are formed and consolidated through continuous transactions between young people and the experiences and conditions in multiple proximal (e.g., family, school) and distal (e.g., media, neighborhood) contexts (Bronfenbrenner, 1992; Sameroff, 2009).

Informed by such socioecological and transactional approaches, two doctoral dissertations (Bobba, 2024; Maratia, 2025) explored the proximal and distal correlates of changes in intergroup orientations throughout adolescence (Figure 1). The first project focused on *ethnic prejudice*, a set of negative emotions and stereotypes against the ethnic outgroup (Allport, 1954). The second project developed a new instrument to assess *inclusive attitudes* (i.e., support for migrant integration policies; Maratia et al., 2024) among adolescents with (i.e., born or with at least one parent born outside Italy) and without (i.e., with both parents born in Italy) a migrant background. Both projects rely on longitudinal multi-informant data from the ERC-funded research IDENTITIES (<https://site.unibo.it/identities/en>).

### **Proximal contexts**

**Family.** Previous cross-sectional research found similarities between parents' and children's values and attitudes, highlighting the socializing role of the family contexts (Degner & Dalege, 2013). Extending these findings, parents' cognitive prejudice contributed to significant increases in adolescents' cognitive prejudice over one year, regardless of youth's age and level of identification with the family (Bobba, Branje, et al., 2024). When examining the role of each family member separately, inclusive attitudes of fathers, rather than mothers, influenced those of their adolescent offspring, regardless of the

family's ethnic background (Maratia & Crocetti, 2024). This transmission was bidirectional when fathers reported being left-wing politically oriented and stronger when adolescents experienced high support from their fathers.

**School.** Moving to the school setting, a crucial developmental and acculturative context for youth (Schachner et al., 2018), over the course of one year, classmates' cognitive ethnic prejudice contributed to increases in adolescents' affective and, only for youth exposed to high parental prejudice, cognitive prejudice (Bobba, Branje, et al., 2024). These findings highlight not only the crucial role of stereotypes and norms in the classroom, but also how influences in this context go hand-in-hand with and even amplify those occurring in the family. At the same time, adolescents' personal development in this context plays a crucial role in shaping their inclusiveness. Specifically, regardless of their ethnic background, adolescents in more stable educational identity statuses (i.e., achievement) reported more inclusive attitudes compared to their peers in other statuses, suggesting that exploring the importance of what they study is crucial in fostering more inclusiveness (Maratia & Crocetti, 2025).

### Distal contexts

Individuals, as well as their proximal contexts, are embedded in broader distal systems of influence that contribute to the development of their intergroup attitudes. Along this line, the valence (i.e., neutral, positive, negative) and the target (i.e., migrant, foreigner, refugee) of news about ethnic minorities reported in a national newspaper contributed to significant changes in adolescents' affective and cognitive prejudice. Interestingly, these effects were consistent regardless of youth's direct consumption of the newspaper (Bobba, et al., 2024). Similarly, increases in salience of the Russia-Ukraine war in the newspaper (but not on Twitter) were associated with concurrent decreases in adolescents' prejudice against the Ukrainian

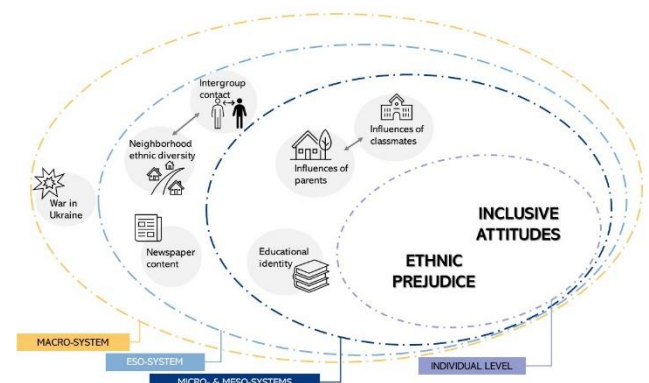
minority, regardless of their levels of newspaper consumption (Bobba, et al., 2024). These effects were evident at the beginning of the conflict.

Focusing on inclusiveness, results from a multilevel study revealed that, for adolescents without a migrant background, being male and experiencing high positive and negative intergroup contact amplified the negative effect of municipality's diversity on their inclusiveness, while, for migrant youth, this negative influence appeared when they reported low levels of positive intergroup contact (Maratia et al., 2025). These results may suggest that, in highly diverse contexts, minorities with fewer positive experiences with the majority may become more skeptical and less optimistic about integration, whereas majority members who engage in positive intergroup relationships may see integration policies as less urgent.

Together, this collection of studies provides a comprehensive understanding of how youth learn to navigate diversity over time and how proximal and distal contexts influence this developmental process.

**Figure 1**

Development of attitudes in context



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## **2. Young Citizens and their Parents, Peers, and Teachers in a Changing World Social Contexts in Citizenship Competences (PhD thesis)**

*Esther Karkdijk, University of Amsterdam*

Adolescence is an important period for the development of democratic citizenship. To navigate society successfully, individuals need citizenship competences — knowledge, attitudes, and skills that enable them to understand and participate in a pluriform and democratic society (Eurydice, 2017; Ten Dam & Volman, 2007). In different social contexts, adolescents exchange ideas, practice democratic principles, and experience what it means to be part of a community.

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In my dissertation, titled “Young citizens and their parents, peers, and teachers in a changing world – Social contexts of citizenship competences in adolescence”, I examined associations between adolescents’ citizenship competences and experiences with their parents, peers, and teachers, as well as their concerns about the world’s future. A quantitative, large-scale, and representative dataset among adolescents in the Netherlands (13-14 years old) was used: the International Civic and Citizenship Education Study [ICCS] (Schulz et al., 2023). It included a civic knowledge test, a questionnaire on civic attitudes, engagement and skills, and a questionnaire about European issues. By including additional questions about parents and peers, a unique dataset was created that provided deeper insight into adolescents’ citizenship competences in relation to various important social contexts.

For the purpose of this newsletter, one study will be discussed in more detail. In this study (Karkdijk et al., 2025), we examined adolescents’ civic engagement in relation to their concerns and perceptions of the future of Europe and global environmental threats. In line with previous work that highlighted the multidimensionality of engagement (Amnå & Ekman, 2014; Tzankova et al., 2021), we examined *citizenship orientations*: patterns of civic participation, sociopolitical interest and political trust. Thereby, it was possible to differentiate between different ways of (un)engagement and provide a more nuanced understanding of the association between adolescents’ civic engagement and their macrosocial worries. We found five citizenship orientations among a representative sample of Dutch adolescents ( $N = 2,582$ ). The largest group of adolescents was part of the group “unengaged trustful” (45%): trustful towards political institutions, but little interest in sociopolitical issues and little participation in civic activities. The low levels of participation were similar in the group “unengaged untruthful” (5%), but these adolescents also had very low scores on trust and interest. Adolescents in the

“occasionally engaged” (29%) and “frequently engaged” (16%) groups were generally not very interested in sociopolitical issues, but showed considerable trust in institutions, and average or above-average participation, respectively. One small group scored very high on participation, labeled as “active” (5%). This group was also interested, but had a below average level of trust.

We examined how these different citizenship orientations are related to perceptions of global environmental threats, negative expectations of the future of Europe, and citizenship knowledge. The association was most clearly found for negative expectations about the future of Europe, representing worries about a broad spectrum of societal issues (e.g., religious intolerance, racism, poverty). Perceptions of global environmental threats was only related to citizenship orientations in interaction with civic knowledge. Adolescents who had more negative expectations about Europe’s future were more likely to belong to the unengaged untruthful group. This chance was even higher when adolescents had more civic knowledge. Perceptions of global environmental threats were more strongly related to being in the active group when adolescents had more civic knowledge, in comparison to the occasionally engaged and unengaged trustful groups. These different findings underscore the importance of considering adolescents’ concerns about society and global environmental threats, together with their civic knowledge, when understanding or stimulating their civic engagement.

In my dissertation, I draw three main conclusions: 1) Adolescents’ citizenship competences are associated with their (interrelated) experiences with their parents, peers, and teachers; 2) Even in times of societal and educational changes, adolescents’ experiences within schools remain important for their citizenship competences; and 3) Civic engagement in adolescence manifests in various ways and is



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intertwined with individual perspectives on macrosocial issues. Important practical implications include supporting adolescents in reflecting on their different social contexts and making sense of other opinions, and exploring ways to address and critically engage with their concerns about the world's future.

The defense is scheduled for November 12, and the dissertation will be available online soon on [this website](#).

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### 3. Irrational Beliefs and Personality Traits as Psychological Mechanisms Underlying the Adolescent Extremist Mind-Set

Simona Trip, University of Oradea, Romania

This text is a summary of the study titled "Psychological Mechanisms Involved in Radicalization and Extremism. A Rational Emotive Behavioral Conceptualization," published in *Frontiers in Psychology* by Trip, S. et al. (2019).

Research on radicalization and extremism often lacks a clear conceptual framework regarding its underlying psychological mechanisms, which is a major criticism of current counter-radicalization programs. Historically, social scientists have dominated this field, highlighting the need for more psychological research to understand why individuals adopt an extremist mind-set. This study addresses that gap by hypothesizing that irrational beliefs and a specific combination of personality factors act as psychological mechanisms that increase adolescents' vulnerability to developing an extremist mind-set. This mind-set is defined by the tripartite model (Stankov et al., 2010b), which includes three components: War (justifying violence as war), God (seeing violence as moral because it's done in God's name), and West (justifying violence against perceived evil Western countries).

DiGiuseppe et al. (2014) proposed four categories of irrational beliefs: demandingness as core belief, respectively frustration intolerance, global evaluation of human worth and awfulizing as logical derivatives of demandingness. The Rational Emotive Behavioral Therapy (REBT) concept of person worth highlights that people innately and through learning, globally evaluate themselves and others. Parents model this by turning goals into "absolutistic musts". Through this process, people globally rate themselves and others as good or bad based on their success or failure. REBT argues that a person's worth is unmeasurable because development is a dynamic process,

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and global evaluation of human worth cannot be empirically validated. Ellis argued that evaluating *roles* is acceptable, but evaluating *persons* (global self or other evaluation) is the cornerstone of bigotry.

### *Methodology and Sample*

The study sample consisted of 295 Romanian adolescents (ages 15-18, mean age 16.41), ethnically diverse (59.7% Romanian, 23.7% Hungarian, 16.6% Roma) and religiously varied, though most were Orthodox Christian (58.3%). Participation was voluntary with parental consent. Data were collected using three instruments: *The Militant Extremist Mind-set Scale* (Stankov et al., 2010) measuring War, God, and West factors; *The Children and Adolescent Scale of Irrationality* (CASI, Bernard & Cronan, 1999) measuring Global evaluation of self, Frustration intolerance (FI) to rules, FI to work, and Demands for fairness, and The Mini-IPIP Scale (Donnellan et al., 2006), measuring the Big Five dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Intellect/Imagination.

### *Key Findings*

Five structural models were specified. The fifth model had an adequate fit based on all three fit indices, including the RMSEA (0.054), CFI (0.958), and SRMS (0.047). This final model excluded Neuroticism and kept Global evaluation of self as part of the extremist mind-set.

The overall hypothesis that irrational beliefs (FI to work, FI to rules, and Demand for fairness) are psychological mechanisms that make people vulnerable to extremism was not supported. The models showed these three cognitions grouped under the irrational beliefs latent variable. This is likely due to domain dissociation, as the items measuring the three cognitions largely referred to the academic domain, which could not be extrapolated to the political conviction area.

The adequate fit model showed that *Global evaluation of self* is part of the extremist belief system. This belief, expressed as perceived in-group superiority and out-group worthlessness, aligns with the radical belief system proposed by Doosje et al. (2013). Furthermore, the Uncertainty-identity theory explains that chronic self-uncertainty motivates people to strongly affiliate with extremist groups. When people face threats to the self, they experience anxious uncertainty and use reactive defensive strategies, such as extreme conviction and idealistic approach, to escape it (Jonas et al., 2014; Lüders et al., 2016; McGregor et al., 2013).

The model excluded Neuroticism entirely, suggesting it has neither a direct nor an indirect influence on the extremist mind-set through personality. Research is mixed, with some studies showing negative and others positive correlations with pro-violence beliefs. Since neuroticism is theorized as a vulnerability factor for mental illness, and radicalization is not directly linked to mental illness, more research is needed to test this connection.

Past studies on personality and extremism show varied results, although Intellect/Imagination is often negatively correlated with conservative views, and low intelligence with extreme attitudes. The existence of a global personality factor is supported by recent studies, which suggest it aids political moderation. In this study, the adequate model identified a global factor negatively related to the extremist mind-set. The vulnerability profile consists of low Intellect/Imagination, low Extraversion, and high Agreeableness, with the inverse profile being protective.

Religion affiliation predicts the extremist mind-set. Specifically, affiliation to Christian Orthodoxy increased the chance of endorsing beliefs that support violence in the name of God and blame Western nations. This presents a domain dissociation problem: while Christian philosophy teaches unconditional acceptance and worth, adherents may still engage in global

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self/other evaluation, thinking a person can be worthless.

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## Updates from EARA Early Career Researchers committee

Beatrice Bobba, Utrecht University

Dear EARA-members,

We would like to update you on activities and opportunities for the EARA Early Career Researchers community.

### Webinar series

We are very happy to see that the webinar series, launched in January 2025, is attracting increasing interests from the early career researchers' community. Several webinars have already been conducted, spanning different analytical (e.g., "Introduction to longitudinal data modelling with Mplus and R", by Dr. Beatrice Bobba and Dr. Stefanos Mastrotheodoros) and methodological (e.g., "Qualitative research design and analysis", by Dr. Joseph Schwab) topics. You can find an overview of past and upcoming webinars on the [EARA website](#).

We would like to inform you that the registration for the next webinar on "Secondary data analysis: An introduction to cross-study research" (by Dr. Neil Kaye) is just closed.

However, you can already find information about and register for the webinar "[An introduction to Latent Class Analysis/Mixture Modeling](#)" (by Dr. Stefanie A. Nelemans), which will be held in January 23<sup>rd</sup>. We look forward to seeing you there!

### Preparing for EARA 2026 in Utrecht

The EARA Early Career Researcher committee is currently making preparations

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for academic and social activities at the upcoming EARA conference in Utrecht, the Netherlands (18-21 August 2026). Besides the conference program, early career researchers will have the opportunity to sign up for pre-conference workshops (on August 18<sup>th</sup>) and, of course, to enjoy some fun networking moments during our social events.

Check the conference website and our social media channels for updates on the program, calls, and opportunities. We hope to meet many of you in person at the conference this summer and we look forward to attending interesting sessions on adolescents' research!

### **Emerging Scholar Spotlight initiative**

Do you want your research to be distributed within and outside the EARA community? Then, participate in the Emerging Scholar Spotlight initiative. Every month, the spotlight is published on our social media channels and the EARA website, and also distributed via email updates in the EARA community.

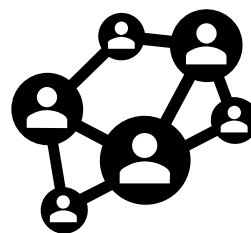
If you are an EARA Early Career Researcher and you recently published a study in an international journal, you are the perfect candidate for participating in the next spotlights of the group. For further details, you can reach out to our email address: [earaearycareer@gmail.com](mailto:earaearycareer@gmail.com). 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](#) (@Earaearycareer) and on the [EARA LinkedIn group](#). Follow us to stay updated!

Your EARA Early Career Researchers committee,

Beatrice Bobba, Fabio Maratia, Anna-Maria Mayer, Maria Petridou, Saira Wahid



**Are you planning a symposium for EARA 2026 and looking for presenters/discussant?**

or

**Would you like to join a symposium with your presentation?**

We know it might be difficult, especially for early career researchers, to connect with a wide community of scholars and plan ahead for conference submissions. That's why we have created a shared file where all members of the EARA community can get in contact with fellow researchers and plan and/or join symposia on topics of interest. We hope this will foster collaborations and connections within the EARA community, leading to the submission of high-quality proposals.

**Fill in the information in the shared file [here!](#)**



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# EADP-EARA-SRA Summer School Report

*Anupriškės, Lithuania, August 21-25, 2025*

*Jianjie Xu, Beijing Normal University  
Lottie Shipp, Oxford University  
Jennifer Figueroa, Arizona State University  
Matilde Brunetti, Sapienza Università di Roma*



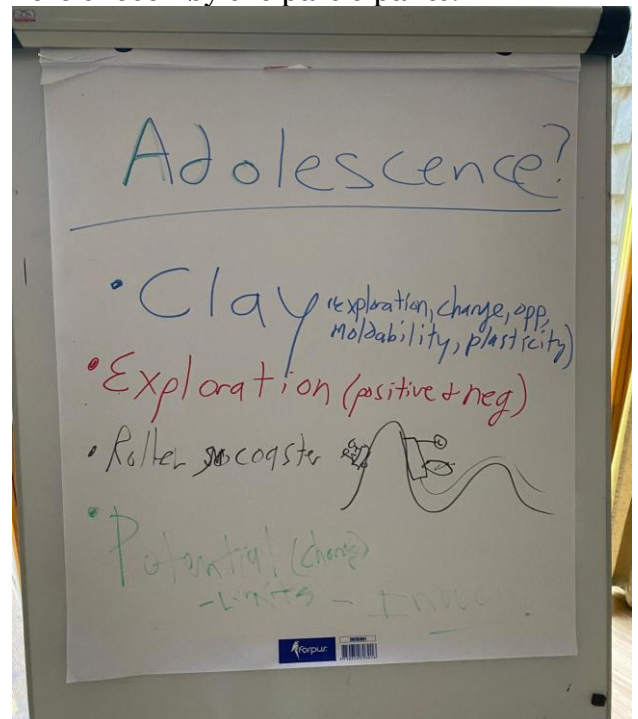
## Foreword

The 2025 EADP-EARA-SRA Summer School focusing on research on adolescence took place August 21-25, 2025, at the Tony Resort in Anupriškės, Lithuania, gathering 24 junior scholars and 9 senior scholars from around the world and for a memorable week of scholarship, learning, and community-building.

The junior and senior scholars brought a rich diversity of perspectives and experiences from numerous countries (e.g., China, Germany, Italy, India, The Netherlands, UK, US).

In the next paragraphs, more information is presented about the senior scholars' insightful presentations on their influential research, the professional round tables designed to promote juniors' career development, and junior scholars' presentations on their research projects. Informal and fun activities, such as building connections over meals and exploring the beautiful Lithuanian landscape, were a cornerstone of the week, providing a foundation for lasting professional collaborations. The value of these informal bonds was immediately apparent, as they seamlessly carried over into the following week, enriching the experience for those who also attended the EADP conference in Vilnius, Lithuania.

We think it is interesting to note that, as in the first session of this summer school, the early scholars were asked to divide into groups and think of a word that could define adolescence. Below you can see which words were chosen by the participants.



Finally, this report would not be complete without acknowledging and thanking all the contributors whose efforts were essential to the success of the Summer School.

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## Senior Scholar Sessions

The 2025 Summer School featured six inspiring senior scholar sessions, each blending theory, evidence, and interactive activities that engaged junior scholars both intellectually and practically.



**Geertjan Overbeek (University of Amsterdam)** initiated a lively debate on whether adolescent mental health deterioration is fact or fiction. While research suggests rising stress and diagnostic rates, adolescents also report positive relationships and high happiness.



**Charissa S. L. Cheah (University of Maryland, Baltimore County)** addressed immigrant parenting and youth development. Drawing on research with Asian and Muslim immigrant families, she highlighted how cultural beliefs, systemic inequities, and racialized experiences shape parenting practices and adolescent

adjustment. Through group work, the juniors designed culturally grounded empirical studies and evidence-informed interventions to support minoritized families and promote resilience.



**Takuya Yanagida (University of Vienna / University of Stavanger)** offered a methodological workshop introducing longitudinal mixture modeling within a person-oriented framework. Junior scholars learned the differences between variable- and person-oriented approaches, explored models such as GMM, RM-LCA, and LTA, and outlined how these tools could advance their own research questions.



**Eva H. Telzer (University of North Carolina at Chapel Hill)** reframed adolescence through a developmental neuroscience lens. Challenging stereotypes of adolescents as “defective,” she demonstrated how risk-taking, prosocial behavior, and peer



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sensitivity can foster learning, social connection, and flourishing.



**Jennifer Symonds (University College London)** explored the conceptualization and measurement of adolescent wellbeing. Drawing on diverse frameworks from hedonia and eudaimonia to dynamic systems perspectives, she presented international studies and challenged scholars to reflect on whether wellbeing can be universally defined or is culturally relative.



**Simona C. S. Caravita (Universitas Mercatorum / University of Stavanger)** examined theoretical and methodological challenges in bullying research. She compared perspectives emphasizing moral responsibility, peer-group dynamics, and power abuse, with special attention to ethnic bullying.

Together, these sessions provided a rich foundation of knowledge across developmental psychology, cultural and contextual studies, neuroscience, and

methodology. Junior scholars valued the balance of cutting-edge research insights and hands-on collaborative activities, which not only deepened their academic understanding but also offered practical guidance for advancing their own projects.

## Roundtables

### Professional Roundtable: FAIR research

The first roundtable focused on FAIR research - therefore, the importance of ensuring that our data follows the principles of Findable, Accessible, Interoperable, and Reusable to maximize its discovery, accessibility, and reuse over time and across different contexts.

The underlying question for this roundtable was “How open is our research?” We discussed this through four pillars:

- 1) open access;
- 2) FAIR data and software;
- 3) public engagement;
- 4) recognition and rewards.

We also reflect on the importance of the San Francisco Declaration on Research Assessment (DORA), a set of principles and recommendations developed by scholarly journal editors and publishers to improve the assessment of research.

Finally, we discussed the importance of pre-registration, not as a limitation for researchers, but as a safeguard and way to increase research transparency and reliability.

Overall, the discussion during the present roundtable underscored how Open Science promotes transparency and collaboration, making it easier for others to build upon existing work.

### Professional Roundtable: Getting Your Message Across

The penultimate roundtable focused on getting your message across - the challenge of communicating complex and nuanced

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findings to a wider (often non-academic) audience. Drawing on their own experiences, senior scholars emphasized the importance of getting the balance right between simplifying findings enough to make them digestible, whilst not reducing them too much in a way that could be misleading.

We discussed the importance of human-centred design in our fields of study, and incorporating the voices and views of adolescents. Importantly, it was emphasized that youth participation should feature at every stage of the research cycle, from identification of the problem through to interpreting and disseminating findings. We reflected on how we might ensure that young people's opinions are integrated in a meaningful way, and how the principle of "nothing about me, without me" increases the relevance and credibility of our research.

Overall, this roundtable provided plenty of food for thought and lively discussion. We left with valuable insights, helpful tips, and a renewed excitement for disseminating our research beyond the boundaries of our universities.

### **Professional Roundtable: Crafting Your Career**

The final roundtable on crafting your career was nothing short of inspiring. It offered junior scholars not only candid and practical advice, but also a sense of genuine encouragement for navigating the twists and turns of academic life. Senior scholars passionately emphasized the importance of discovering one's unique strengths and true passions, and of using these as a compass when making career decisions. Rather than following in the footsteps of others, participants were motivated to cultivate their own academic profile and style, especially when presenting their work at conferences or engaging in scholarly dialogue.

A central message was the power of confidence and authenticity, coupled with humility in receiving feedback. Critique, though sometimes daunting, was reframed as

an essential catalyst for growth. The advice was clear: not all criticism must be accepted, but an open and discerning attitude allows young researchers to grow stronger and more resilient.

The discussion also shone a light on the vital role of networks and friendships. Building connections with peers, mentors, and the wider academic community not only enriches intellectual collaboration but also sustains emotional well-being. At the same time, participants were encouraged to seize funding and scholarship opportunities, particularly those offered at the EU and national levels, as important milestones for building a strong foundation in the early stages of their careers.

Above all, the roundtable highlighted that every career path is a deeply personal journey. Comparisons can distract and dishearten, while the real task is to align one's goals with personal values and long-term aspirations. Self-reflection, adaptability, and joy in one's work were described as indispensable.

In the end, the session left participants energized and hopeful. It was a celebration of ambition, resilience, and authenticity, reminding us that an academic career is not merely a professional pursuit, but also a journey of passion, purpose, and human connection.

### **Junior Scholars' Presentations**

The junior scholars' presentations were a central highlight of the 2025 Summer School. Each participant had the opportunity to share their doctoral research in an intimate and constructive setting, fostering both scholarly exchange and professional growth. The presentations spanned a wide range of topics on child and adolescent development, covering both empirical studies and intervention research.

This diversity of approaches reflected the multidisciplinary nature of the field,



including perspectives from psychology, education, sociology, and related disciplines. Beyond presenting their findings, junior scholars engaged in meaningful dialogue with peers and senior faculty, receiving valuable feedback that sharpened their theoretical and methodological approaches.



For many, this was not only a chance to showcase their work but also to practice communicating complex ideas in an accessible way. The sessions underscored the richness of ongoing research in adolescence and highlighted the promise of a new generation of scholars who are committed to advancing knowledge and improving youth well-being through innovative science and interventions.



## Informal and Fun Activities

One of the most enjoyable aspects of the Summer School was the opportunity to share meals together. At breakfast, lunch, and dinner, junior and senior scholars sat side by side, sharing not only food but also stories, ideas, and plenty of laughter. These meals often flowed into the evenings, when people would keep talking long after dinner was over. The relaxed and friendly atmosphere made it easy to connect, and many of us felt these moments were just as valuable as the formal program.



The setting made everything even more special. Surrounded by tall trees and right next to a calm lake, the place felt peaceful and inspiring at the same time. Some of us went swimming in the cool water, while others gathered in the evenings to enjoy drinks, snacks, and more good conversation. These simple activities turned colleagues into friends and created memories we will carry with us long after the Summer School ended.



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## Acknowledgements

A warm thank you to EARA, EADP, and SRA for offering us this unique space to learn, grow, and connect. We are grateful to the senior scholars for guiding us with their knowledge, to the junior scholars for bringing curiosity and creativity, and to the organizing team and partners who made everything run so smoothly. This Summer School was more than an academic event—it was a shared journey that will continue to inspire us in the years ahead.

### **Seniors Scholars**

Geertjan Overbeek  
Charissa S. L. Cheah  
Takuya Yanagida  
Eva H. Telzer  
Jennifer Symonds  
Simona C. S. Caravita  
Lisa Kiang  
Beata Krzywosz-Rynkiewicz  
Susan Branje

### **Junior Scholars**

Alessandra Giuliani  
Hamide Avci  
Chloe Johnson  
Anushree Bhatia  
Roushanac Partovi  
Jenna Weingarten  
Everett Mahaffy  
Shisang Peng  
Jianjie XU  
Katerina Romanova  
Danila Tran Thuy Duong  
Clementina Comitale  
Daria Dodan  
Elise Grunwald  
Saira Wahid  
Lottie Shipp  
Katarina Miletic  
Pin Chen  
Jennifer M. Figueroa  
Anke Visscher  
Matilde Brunetti  
Costanza Baviera  
Jiefeng Ying  
Rick van Logchem

## **XXth Conference of the European Association for Research on Adolescence (EARA2026)**

Susan Branje, Utrecht University

Dear colleagues,

We're delighted to announce that the **XXth conference of the European Association for Research on Adolescence (EARA2026)** will be held **18-21 August 2026** at the Utrecht Science Park in Utrecht, The Netherlands.

EARA2026 will bring together leading researchers, practitioners and early-career scholars interested in adolescence, offering a dynamic platform for sharing innovative work, forging new collaborations and deepening our understanding of this pivotal life-stage. The conference theme is Dynamics of Youth. This theme reflects the strong collaboration of EARA2026 with Utrecht University strategic research theme Dynamics of youth, in which, inspired by societal issues, researchers from different disciplines integrate their expertise to answer crucial questions for future generations.







You can expect a rich scientific programme, including keynote lectures, invited symposia and workshops, opportunities for early-career researchers to engage and network, and a social programme including conference dinner and excursions around Utrecht, allowing you to connect beyond the formal sessions. We are excited to announce our first keynote speakers: Matteo Giletta, Gonneke Stevens and Laura Wray-Lake.

We invite you to start preparing submissions now. Details can be found under “Abstract submission” on the conference website. Submit your abstract before 31 January 2026. Important submission and registration deadlines:

Abstract submission deadline: **31 January 2026**

Notification of acceptance: by **15 April 2026**

Early-bird registration deadline: **15 May 2026**

Regular registration deadline: **31 July 2026**

EARA will provide travel grants for participants who may benefit from financial assistance (more information on how to apply will be posted on the conference website soon).

We are also starting to prepare for the EARA-EADP-SRA summer school 2026, which will take place August 14-18, 2026 at Belmont 50|50 in National Parc De Veluwe.

We hope many of you will join us in Utrecht next August to contribute to a stimulating and inspiring conference. Feel free to share the announcement with colleagues or networks who may also be interested.

For further information, see EARA2026.

Best wishes,

Susan Branje, on behalf of the Conference Organising Team

## Announcement

Call for Papers for a Special Issue  
**Journal of Youth and Adolescence**

**Pathways to Flourishing:  
Contributions of Katariina Salmela-Aro to the Study of  
Productive Youth Development**

**Extended Abstract Submission:**  
January 15, 2026

**Full Manuscript Submission:** August 1, 2026

Professor Katariina Salmela-Aro was an esteemed and highly influential scholar in developmental psychology and education. Utilizing longitudinal approaches, she made profound and lasting contributions to research on motivation, well-being, school burnout and engagement, the transition into adulthood, and the role of digital technologies on youth development.

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To celebrate and carry forward Professor Katariina Salmela-Aro's legacy, the *Journal of Youth and Adolescence* is calling for papers for a Special Issue, *Pathways to Flourishing: Contributions of Katariina Salmela-Aro to the Study of Productive Youth Development*. We particularly welcome empirical research utilizing longitudinal data to understand how young people learn, grow, and thrive. Topics of interest consist of, but are not limited to:

- 1. Students' Motivation, school burnout, and school engagement:** Processes, antecedents, and outcomes.
- 2. Positive Youth Development:** Well-being, resilience, and flourishing among young people.
- 3. Transition from adolescence into adulthood:** Personal goals, identity development, and diverse educational pathways.
- 4. Current topics in youth development:** Attitudes and behavior related to climate change and digital technologies

### Submission Details

Interested contributors are invited to submit an extended abstract of 700-1000 words. Preliminary data results should be presented in the abstract. Research with data collection in progress will not be considered. It is important to note that both the extended abstract and the full manuscript must clearly articulate how the study is meaningfully informed by Professor Katariina Salmela-Aro's scholarship, or how it contributes to advancing the theoretical, methodological, or empirical foundations established by her work.

Please submit your extended abstract by January 15, 2026, using the online submission form (<https://bit.ly/JOYOSI>) or access the via the QR code below.



The guest editors will review the extended abstracts and notify authors of the manuscript invitation decision by March 1, 2026. Full manuscripts are due by August 1, 2026. All full manuscripts will undergo a double-blind peer-review process. An invitation to submit a full manuscript does not guarantee acceptance. Authors are encouraged to share their full manuscripts with the guest editors for suggestions by June 15, 2026, although this step is optional. Full manuscripts should adhere to the journal's manuscript length and formatting requirements.

For any inquiries, please contact Angela Chow ([chowa@iu.edu](mailto:chowa@iu.edu)), Katja Upadyaya ([katja.upadyaya@helsinki.fi](mailto:katja.upadyaya@helsinki.fi)), or Ingrid Schoon ([i.schoon@ucl.ac.uk](mailto:i.schoon@ucl.ac.uk)).

### Expected Timeline

Call for Papers: November 1, 2025  
Extended Abstract Submission: January 15, 2026  
Invitation for Full Manuscript: March 1, 2026  
(Optional) Full Manuscript to Guest Editors for Suggestions: June 15, 2026  
Full Manuscript Submission: August 1, 2026  
Expected Print Publication: Mid to late 2027

### Guest Editors:

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- Altıntaş Atay, Ö. & Çok, F. (20224). Resilience in Turkish Adolescents from Low Socioeconomic Backgrounds: The Role of Courage, Self-Compassion, and Prosocial Behavior Tendencies, *Psychology in the Schools* 62(4):1026-1038. DOI: 10.1002/pits.23372
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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:

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**August 18-21, 2026**  
**Utrecht, The Netherlands**

We are excited to announce the first **keynote speakers** for [EARA2026](#), the XX<sup>th</sup> conference of [EARA](#):

Matteo Giletta, Gonneke Stevens and Laura Wray-Lake.

The **abstract submission deadline** is **January 31, 2026**. Click [here](#) for information on abstract submission. We welcome submissions for Paper presentations, Poster presentations, Paper symposia, and Poster symposia, and encourage proposals from a wide variety of disciplines on topics related to adolescent development. We look forward to seeing you in Utrecht!

Prof. dr. Susan Branje Conference chair

[www.eara2026.sites.uu.nl](http://www.eara2026.sites.uu.nl)  
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