



2024 EARA-EADP-SRA Summer School Report

Larnaca - Cyprus, September 21-24, 2024



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Foreword

How can we rebrand adolescence as a time of opportunity and ambition?

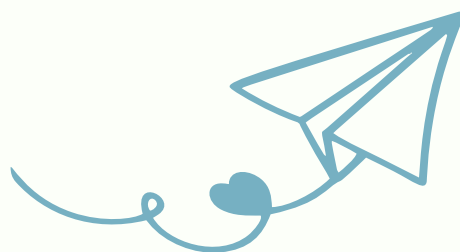
How does social media influence adolescents' mental health and social experiences?

How can we incorporate neuroscience and biomarkers to support development of prosocial skills among adolescents?

How do the complexities of context influence specific domains of adolescent identity development over time?

How do adolescents leverage their agency within social systems of privilege and marginalisation?

These are some of the topics that senior and junior scholars at the 2024 EARA/EADP/SRA Summer School addressed. The Summer School brings together outstanding scholars in adolescent research from the European Association of Research on Adolescence (EARA), European Association of Developmental Psychology (EADP), and the Society for Research on Adolescence (SRA).



Foreword

In 2024, a total of **22** junior scholars were accepted from the different organizations to attend the 2024 EARA/EADP/SRA Summer School in the beautiful and sunny Cyprus. The junior scholars brought perspectives and experiences from all over the world (e.g., Belgium, Brazil, Chile, China, Czech Republic, Finland, Germany, Hong Kong, Netherlands, Portugal, Serbia, South Korea, Spain, UK, USA). In addition to the junior scholars, **7** senior scholars participated in the 2024 EARA/EADP/SRA Summer School, which were Christy Buchanan from Wake Forest University, Marlis Buchmann from the University of Zurich, Steven Eggermont from KU Leuven, Kostas Fanti from the University of Cyprus, Susan Branje from the University of Utrecht, Lysanne te Brinke from the University of Rotterdam, and Lisa Kiang from Wake Forest University.

More information about the senior scholars' insightful presentations on their influential research, as well as the professional round tables designed to promote professional development, and junior scholars' presentations on important new science can be found below. Next, this report delves into the informal and fun activities, such as meaningful connections over meals, sunrise swims and walks on the beach, that were catalysts for long-lasting professional collaborations. Finally, this report concludes with a word of thanks to all who contributed to this meaningful opportunity of the Summer School.

The summer school began with some long flights and time zone adjustments in cozy room arrangements. Yet, throughout the week of digging into crucial issues affecting youth (research), this group of outstanding senior and junior researchers in adolescents developed relationships that will continue to foster meaningful work in our field. Those scholars who continued onto the adjacent EARA conference agreed that the summer school connections were influential throughout the week.

Senior Scholars' Presentations

A first key aspect of the Summer School has been the senior scholars' presentations. Junior scholars had the opportunity to interact closely with research experts on different topics. These presentations provided a place for exchange and reflection that have been an invaluable experience for our personal and academic development.

The list of senior scholars' presentations:

- Marlis Buchmann, University of Zurich – Social Stratification and Academic Development: The Interplay of Structure and Agency
- Christy M. Buchanan, Wake Forest University – Views of Adolescents: What Should They Be and Why Do They Matter?
- Kostas A. Fanti, University of Cyprus – Callous Unemotional Traits, Emotional Processing, and Pathways to Antisocial Behavior
- Steven Eggermont, KU Leuven – Exploring the Impact of Social Media on Adolescents: Complexities of Causality and Societal Implications
- Susan Branje, Utrecht University – Identity Development Across Contexts and Time Scales

Senior Scholars' Presentations

It was highly appreciated that the senior scholars came from diverse research fields and contexts. For researchers, it is essential to transcend the boundaries of their own area of expertise and develop an open attitude towards other fields of research. These experiences have not only enriched our perspectives but also enhanced our ability to generate innovative ideas, tackle complex problems through more integrated and multidisciplinary approaches, and broaden our theoretical understanding of adolescent research in engaging and interactive ways.

Through the senior scholars' presentations and the accompanying group discussions, we expanded our knowledge on socio-emotional development in academic settings, identity development and the role of culture in it, behavioral problems and their relationship with parenting and temperament, the psychosocial and emotional impact of social media use, and adolescent development, along with the challenges posed by societal perceptions.

Furthermore, the presentations did not only focus on specific areas of research but also addressed transversal topics such as transferring scientific knowledge to society, the social responsibility of research, and the innovations of open science, presenting both opportunities and challenges for current research.

A highlight of the presentations was the collaborative learning activities organized by the senior scholars, which encouraged junior scholars to develop creativity, generate innovative research questions, and explore solutions for ongoing challenges in research.

Moreover, discussions with other senior and junior researchers after each presentation brought together diverse research perspectives. The senior scholars were consistently open to answering questions, offering suggestions, and engaging in discussions about the junior scholars' research proposals. This direct interaction helped to refine ideas and improve the quality of ongoing projects, as well as provide valuable professional guidance.

Overall, we can confidently say that these presentations and activities were engaging and dynamic, offering a valuable learning opportunity for junior scholars.



Professional Roundtables



The professional roundtables were crucial moments of the Summer School, consisting of discussions on four major topics:

1


FAIR Research

In the session on FAIR Research, the concept of Open Science was introduced through a brief explanation of its key principles and broader vision. Open Science is founded on four pillars: Open Access, FAIR Data and Software, Public Engagement, and Recognition and Rewards. This holistic approach ensures that research outputs are openly accessible, that data is findable, accessible, interoperable, and reusable (FAIR), and that the public is actively involved in the scientific process. Additionally, it emphasizes the importance of recognizing and rewarding researchers for their contributions to these efforts. The discussion during the session underscored how Open Science promotes transparency and collaboration, making it easier for others to build upon existing work.

2

Youth Participation

The session on Youth Participation in Research emphasized the importance of involving adolescents in various phases of the research process. During this roundtable, traditional research approaches were compared with more engaged, participatory methods. In traditional research, adolescents are typically passive participants, mainly involved during data collection. In contrast, an engaged research process involves adolescents taking on a more active role throughout the entire research cycle. For instance, they may help refine research ideas, collaborate on study design and recruitment, or even assist in disseminating findings. This inclusive approach not only makes the research more relevant to young participants but also enriches the overall findings by incorporating diverse perspectives.



Professional Roundtables

3

Science Communication

The third session, titled "Getting Your Message Across," focused on effective science communication. This roundtable addressed the increasing need for researchers to make their findings accessible and understandable to a broader audience, including adolescents, caregivers, and practitioners. The discussion explored strategies for researchers to better disseminate their work using clear language and suitable communication channels. The session emphasized the importance of bridging the gap between complex scientific findings and public understanding, making science more relatable and impactful.

4

Crafting Your Career

Lastly, the roundtable on "Crafting Your Career" addressed the main challenges that students currently face. Senior scholars shared their experiences and provided valuable advice, offering reflections on career paths and strategies for navigating professional obstacles. The discussion covered ongoing difficulties for junior scholars, such as securing funding, balancing work-life commitments, and building a professional network. Insights from experienced scholars encouraged junior scholars to reflect on their career trajectories and develop strategies to overcome these challenges.

Overall, these sessions were invaluable for us, as young researchers, providing not only theoretical knowledge but also practical insights into the realities of scientific research. The discussions on Open Science and FAIR principles offered new perspectives on how to make our work more accessible and impactful. The focus on Youth Participation was especially relevant, presenting concrete strategies to enhance engagement and inclusivity in our research. Additionally, the session on Science Communication equipped us with essential tools to better disseminate our findings and connect with wider audiences. Finally, the roundtable on Crafting Your Career provided invaluable guidance for navigating the complexities of academic careers. Hearing firsthand experiences and advice from senior scholars allowed us to reflect on our own paths, anticipate potential challenges, and develop strategies for career development.

Junior Scholars' Presentations

One of the most anticipated moments of the Summer School was the slot dedicated to junior scholars' presentations. Participants were asked in advance to prepare a summary of their PhD work and were encouraged to provide feedback on their peers' presentations. Each session featured one junior scholar's presentation, attended by a group of about seven participants, including five junior scholars and two senior scholars. It was impressive to see the rich diversity of research fields and the high quality of the presentations, as well as the complexity and depth of work already undertaken by junior scholars in their PhD journeys.



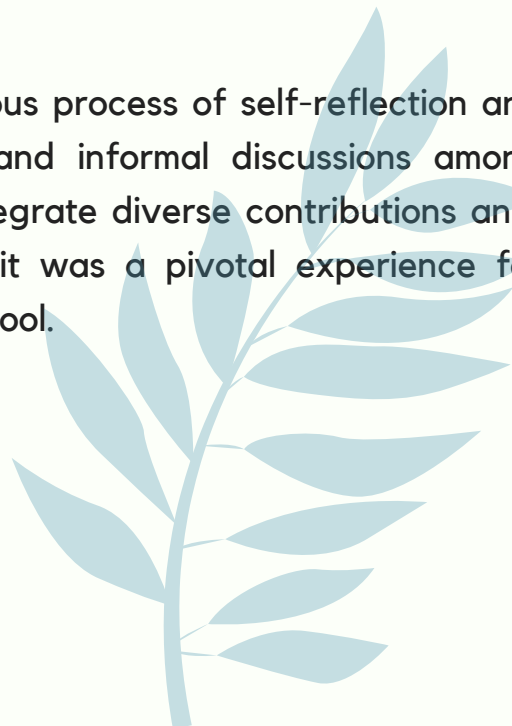
Presenting our research provided an opportunity to individually reflect on our work plans, allowing us to articulate a retrospective synthesis of completed stages as well as prospective thinking on expected findings. It offered a chance to share current challenges (and sometimes even dilemmas) and receive insightful feedback from all attendees. Moreover, for many, it was a valuable opportunity to defend their work in English, a non-native language, and to rehearse for future presentations without the pressure of formal evaluation.

Junior Scholars' Presentations

There was a wide diversity of theoretical and methodological approaches, all united by a focus on adolescence and its accompanying challenges. The sessions offered highly productive experiences, showcasing different strategies that could be applied to specific research goals. Contributing to this diversity, the academic backgrounds of junior scholars ranged from Psychology to Sociology, Education, and other Social Sciences, bringing varied perspectives to the topics.

The experience of senior scholars greatly enriched the discussions following each presentation. Their insightful questions and suggestions encouraged deeper reflection on the research and the suitability of different methodologies. Additionally, senior scholars anticipated potential reviewers' questions for those preparing to publish, and they offered valuable recommendations for suitable journals for manuscript submissions.

Finally, the presentations fostered a continuous process of self-reflection and self-assessment through ongoing dialogue and informal discussions among participants. These interactions helped to integrate diverse contributions and, in some cases, alleviate anxieties. Overall, it was a pivotal experience for everyone who participated in the Summer School.



Informal and Fun Activities

In addition to these outstanding scientific experiences.....

We also participated in both organized and spontaneous informal activities, which provided a great way to unwind and connect in a relaxed setting. For example, gathering at the Cyprian beach at sunset created an ideal atmosphere for getting to know each other on a more personal level. With the warm temperatures, swimming became a favorite late-afternoon activity, and many of us enjoyed a refreshing dip in the water, leading to moments of relaxation and fun together. One of the participants even led an invigorating water Zumba session, adding a hilarious and energetic twist to the day for everyone.



Informal and Fun Activities

In the evenings, we would gather for informal drinks after dinner, which became one of the highlights of our time at the Summer School. Despite the busy and enriching daytime program, the evenings were refreshing and energizing, with conversations often stretching late into the night. These relaxed gatherings allowed everyone to connect on a more personal level, beyond the formal aspects of the program.



2024 in Cyprus

Whether we were swimming, enjoying Zumba, or sitting together in the evenings, it was during these informal moments that we truly bonded, adding a deeper personal dimension to our time together. By the end of the week, it felt as though we had known each other for much longer, and the memories we created will stay with us throughout our careers.

Ten Things We Learned

This report highlights the great time we had, both from a scientific and an informal perspective. To conclude, here are 10 things we learned from the 2024 EARA/EADP/SRA Summer School:

1. Broadening our perspective and understanding how our research fits within the field of adolescent development by learning about various PhD trajectories.
2. Thinking outside the box during group activities organized by senior scholars following their outstanding presentations.
3. Challenging ourselves with the busy and enriching program, and cooling down during the many fun activities.
4. Reflecting on our own and others' research and connecting it with practical applications.
5. Enriching our work in an open-minded, friendly, enthusiastic, and cooperative atmosphere.
6. Sharing collective laughter over the mispronunciation of confusing English words, as most of us are non-native speakers.
7. Getting to know people through their messy morning hair, water yoga poses, and much more.
8. Making friends from around the world and learning about different cultures and languages.
9. Receiving a crash course on networking at conferences; after the Summer School, we suddenly knew a lot of researchers.
10. Exploring the beautiful surroundings of Cyprus.





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THANK YOU!

We are grateful to the EARA, EADP, and SRA organizations for providing the platform for collaboration, mentorship, and an incredible learning experience. Hereby, we would like to give a special thanks to all who contributed to this meaningful opportunity of the Summer School, including the organization team, management, senior scholars, junior scholars, funding agencies, and others.

On behalf of the 2024 summer school participants,

Junior Scholars

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Allison Ward-Seidel

Ana Sofia Morais Magalhães

Andre Gonzales Real

Anouck Lubon

Caroline Kelberman

Daniela Chavez

Gemma Rides

Jingyun Wang

Jinsol Chung

Judith van de Wetering

Kirsten van Hooijdonk

Luka Todorović

Mirthe Verbeek

Nikol Kvardová

Paula Domínguez-Alarcón

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