



NEWSLETTER Nr. 5

OCTOBER 2021

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Note from the Editors

Aysun Doğan & Cintia Rodríguez



Dear EADP Members,

We are very pleased to announce the publication of 2021 Newsletter. In this issue, you will find messages from our past and current presidents as well as news about our council members. We also included Reports and News Regarding EADP Activities section. Starting from this issue, there will be two new sections: Societal Challenges in European Countries and the Multilingual Corner.

Please also follow us on social media. Twitter account: [@EADPtweets](https://twitter.com/EADPtweets)

We hope you enjoy the newsletter!

Letter from the Past President



Marcel van Aken

Dear colleagues,

I am writing you with a reflection on my time as president of this beautiful association, the European Association of Developmental Psychology. A time that of course was dominated by one major event, the Covid-19 pandemic. I started as president in September 2019, inaugurated at the very successful and particularly enjoyable conference we had in Athens. The first half year of my presidency went by very quickly, and it was around the changing of the year 2019 into 2020 that I began to develop clear ideas about the actions I was going to take to achieve the goals I had formulated for this period.

And then it became March 2020 and everything came to a halt. Plans for summer schools, for workshops, everything had to be cancelled, or, at least, postponed. We decided to send out a message to our membership, wishing everyone strength. This message was well received, but from the reactions we could see that the impact of the pandemic was enormous.

After a period where life had completely come to a full stop, during 2020 slowly various activities within EADP were undertaken. For example, we signed a renewed contract with our publisher, Taylor and Francis on our journal, the European Journal of Developmental Psychology. Also, we continued our involvement in the International Consortium of Developmental Science Societies (ICDSS). We discussed with them their ideas on the governance of their consortium, we supported them with a financial start-up contribution, and we nominated one of our council members as vice-president of the consortium. Obviously, this consortium also was slowed down in its activities, due to the pandemic, but I still think this it is worthwhile to support it. Luckily, after some time, and with still sometimes draconic covid-related measures in place, we got used to working online, and to organizing activities online. Two beautiful examples of this from EADP are the writing week organized by our Early Researchers Union, and our Summer Tour, that took place on three consecutive Fridays in September (both are described in more detail elsewhere in this newsletter). Last, decisions had to be made on conference we had planned in St. Petersburg, in September 2021. It became clear that this would not be a live conference, so preparations were taken up to make it an online event, the very successful EADP Summer Tour (you can read about it elsewhere in this newsletter). Also, later in this period, decisions had to be made on our next conference, in 2023. As St. Petersburg still remained a bit insecure as location, we decided to ask for bids for new conference places. And, as announced during our membership meeting on September 3, we accepted a bid from the University of Turku, Finland, where the next EADP conference will take place between August 28 and September 1, 2023.

I have now come to the end of this reflection, and to the end of my term as president. Thank you all for letting me serve in this important position for the last two years. Thanks also to all who have supported me in this, especially of course the secretary, Burkhard Gniewosz, the treasurer Sevgi Bayram-Özdemir, past-president Ersilia Menesini, president-elect Dagmar Strohmeier, and all the other council members. Good luck and best wishes for my successor, Dagmar Strohmeier, and for the entire Association!

Letter from the President

Dagmar Strohmeier



Dear colleagues,

Starting September 3, 2021 my two-year period as EADP president has started. Being the successor of outstanding personalities who have already served as EADP presidents in the past, my respect for this role could not be bigger. I feel honoured for the trust in me and I will do my best to continue strengthening European developmental psychology.

We are living in times during which the world is facing major global challenges and societal megatrends including a pandemic, accelerating climate change, rising social inequalities also in well-functioning welfare states, cultural and linguistic diversity, and a renewed call for racial justice. There is no doubt that these global trends have a very strong collective nature, because – ultimately - they have an impact on all humans. However, evidence is accumulating that these challenges unfold differently for different groups of people depending on local or national circumstances. Thus, research is needed to better understand possible impacts and consequences of these and other societal challenges on human development.

EADP as an association is committed to help framing and addressing societal challenges and we invite you to join this endeavor.

- We are interested to hear from you which societal challenges you perceive as urgent and pressing in your national or local contexts for human development and which knowledge gaps to frame and address them you perceive. To collect different opinions, we developed the corner **Societal Challenges** in our newsletter. For the present newsletter, we have collected the insights from several colleagues located in different European countries. We hope to use the insights expressed in this corner as starting point for discussions and we would be happy if new research ideas would develop from this initiative. If you also would like to make a contribution (max. 500 words) in this corner in our next newsletter, please contact the newsletter editors.
- We would like to foster cooperation on these or other research topics between our members from different European countries. Thus, we developed the **Collaboration Grant**. The collaboration grant is a new initiative set up by the EADP council with the goal to promote collaboration among a minimum of three researchers located in three different European countries. The call is open for EADP members of all career stages. The max. duration of projects is two years, the max. funding per project is 5.000.- Euro. We invite you to submit a proposal (max. 6 pages) to the EADP secretary not later than November 30, 2021. The first round of projects will be funded starting in January 2022.
- We are committed to embrace the rich cultural and linguistic European diversity. Even though most publications in developmental psychology are published in English language, several colleagues continue to make significant scientific contributions in their local languages. To make these publications more visible for colleagues, we want to put them in the spotlight. Thus, we developed the **Multilingual Corner** as a new

section of our newsletter and we invited you to send us the citations of your publications including a very brief explanation of the content in English language (max. 3 sentences). If you also would like to make a contribution (max. 5 most recent publications) in this corner in our next newsletter, please contact the newsletter editors.

Furthermore, EADP will continue supporting several initiatives of the past like e.g., the successful ERU writing weeks, organizing (online) workshops for members on timely topics. Most importantly, next EADP conference in 2023 will be organized in Turku, Finland, between August 28 and September 1, 2023. Please save the date! If the pandemic allows, we will again organize a face-to-face summer school right before the ECDP 2023 in Turku, Finland, ideally in association with other scientific societies. In addition, EADP collaborates with EARA to organize a summer school that will take place around the EARA meeting in Dublin end of August 2022.

If you have any other ideas on how to strengthen European developmental psychology or if you want to promote one of your own initiatives (ongoing or planned), please do not hesitate contacting us. We are more than happy to spread your news via our membership e-mail list.

New, Existing, and Former Council Members

We are happy to introduce our new president, president-elect, and council members.

President: Dagmar Strohmeier
(University of Applied Sciences Upper Austria, Linz, Austria & University of Stavanger, Norway)

President-Elect: Spyridon Tantaros
(Department of Psychology, National & Kapodistrian University of Athens, Greece)

Past-President: Marcel van Aken
(Developmental Psychology, Utrecht University, The Netherlands)

Secretary: Burkhard Gniewosz
(Department of Education, University Salzburg, Austria)

Treasurer: Francesca Lionetti
(G. d'Annunzio University of Chieti – Pescara, Italy)

Editor of the EJDP: Willem Koops
(Department of Developmental Psychology, Utrecht University, The Netherlands)

Newsletter Editors: Aysun Doğan & Cintia Rodríguez
(Department of Psychology, Ege University, Turkey)
(Department of Psychology, Universidad Autónoma de Madrid, Spain)

Membership Officer: Simona Caravita
(Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway) (Department of Psychology, Catholic University, Italy)

Website Administrator: Loes Keijsers
(Erasmus University Rotterdam, The Netherlands)

President of the Early Researchers Union (ERU): Stefanos Mastrotheodoros
(Department of Youth and Family, Utrecht University, The Netherlands)

Past-President of ERU: Maja Schachner
(Martin Luther Universität. Halle Wittenberg, Germany)

We greatly thank our Past President **Marcel van Aken**, Membership Officer **Francesca Lionetti**, Treasurer **Sevgi Bayram-Özdemir**, and Past President of ERU **Maja Schachner** for their invaluable contribution to our society.

20th European Conference on Developmental Psychology Substitute: EADP Summer Tour

Dagmar Strohmeier



Unfortunately, the 20th ECDP conference that should have taken place in St. Petersburg, Russia, had to be cancelled due to the pandemic. Instead of meeting face-to-face, the EADP council decided to organize a “Summer Tour” on three consecutive Fridays in September 2021 and invited all EADP members to send in proposals. A committee reviewed these proposals and as a result three scientific teams located in three European countries (Austria, Poland, and Norway) to join forces to organize the first EADP online Summer Tour 2021.

The overarching theme of the EADP Summer Tour 2021 was “to keep tomorrow alive” and around 200 active participants send in their submissions on all aspects of developmental psychology in addition to presentations with a special focus on each of the three summer tour days:

- *Societal challenges* (Austria, 3rd September 2021)
- *Developmental trends: Concerns and opportunities* (Poland, 10th September 2021)
- *Bullying: What we know and what we can do?* (Norway, 17th September 2021)

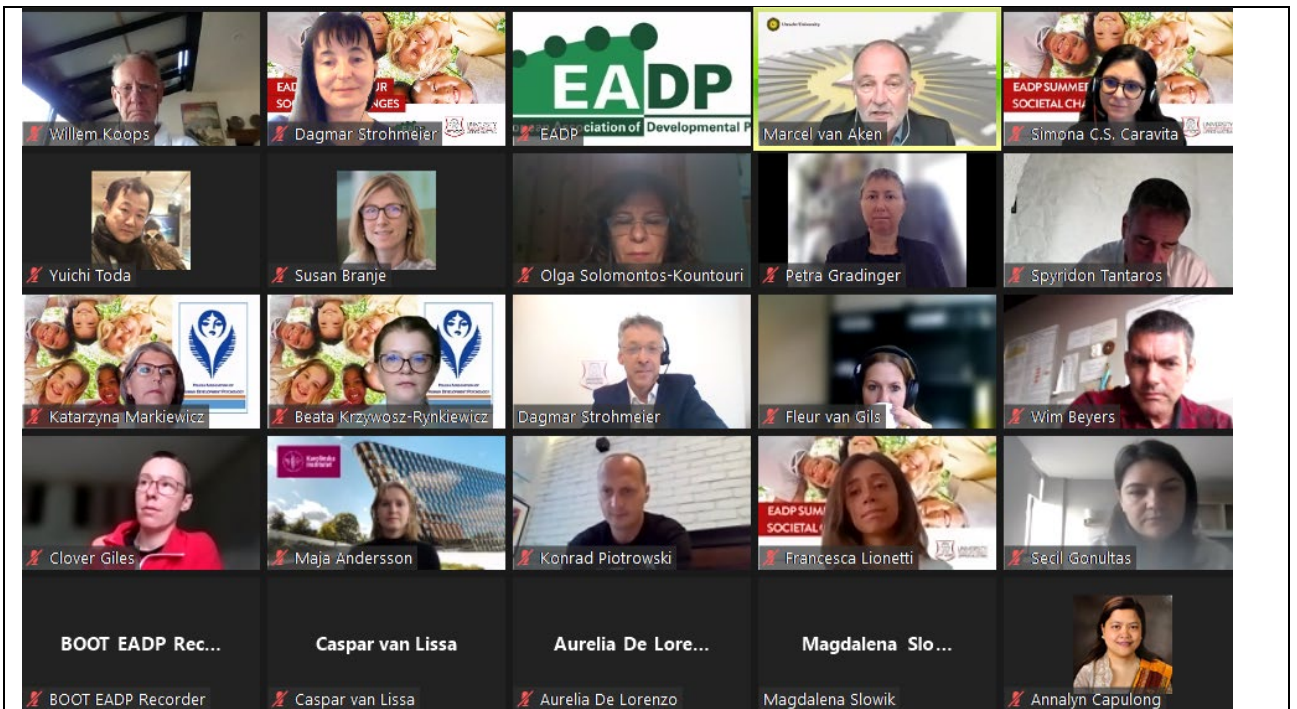
The EADP Summer Tour 2021 consisted of a large number of individual papers, posters, and symposia. The scientific program also included two invited keynote addresses and two invited symposia per day.

The local organizers were:

- Dagmar Strohmeier, University of Applied Sciences Upper Austria, Austria
- Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland
- Katarzyna Markiewicz, University of Economics and Innovation in Lublin, Poland
- Michał Benikas (IT professional), Poland
- Simona C.S. Caravita, University of Stavanger, Norway

The three-day multi-site online collaborative format turned out to not only being very innovative, but also to have a large number of advantages, mainly because the three scientific teams were able to use the organizational brains of three different national organizations.

Overall, the local organizers developed a very nice team-work and they will remember the virtual summer tour as a very nice substitute for the cancelled face-to-face meeting.



EADP Summer Tour Opening Ceremony



Organizing Committee

EADP Conference in 2023



The EADP council is very happy to announce that the next ECDP conference will take place in Turku, Finland. Prof. Christina Salmivalli and her team located at the University of Turku will organize the ECDP 2023.

Please save the date! The conference will take place between August 28 and September 1, 2023.

Collaboration Grant

Dagmar Strohmeier



The goal of the collaboration grant is to strengthen developmental psychology research activities by promoting collaboration among researchers in Europe. The call is open for EADP members of all career stages.

Grant duration

- 2 years
- First funding round: 1.1.2022 – 31.12.2023
- Second funding round: 1.1.2024 – 31.12.2025
- Third funding round: 1.1.2026 – 31.12.2027

Target groups

- The research collaboration group must include at least three researchers from three different countries in Europe who must be members of EADP.
- Researchers at any stage of their careers (e.g., PhD students, post-doc, assistant professors, lecturers, associate professors, and professors) who are EADP members can be part of the collaboration group.
- One person of this research collaboration group is the main applicant; this person must hold a PhD. The other group members can be at any stage of their careers.
- New research collaborations are encouraged and are very welcome.

Exclusion criteria

- Council members of EADP cannot apply and cannot be part of the collaboration group
- Collaboration activities that are not funded somewhere else will be funded. It is not possible to double-fund activities.
- Individual fellowships (one person visits one other person) are not funded, since networks and small group collaboration are preferred (three or more persons visit each other would be ok).

What does the collaboration grant fund?

- Open to all kind of high quality research activities in developmental psychology from infancy to late adulthood that need collaborations between researchers from a minimum of three different European countries.
- The grant is intended to fund collaboration activities that are necessary to carry out a collaborative research.
- Collaboration activities are all activities that are necessary to realize a joint project, for instance to organize a workshop, to organize a data collection, to collect data, etc. Thus, activities such as face-to-face meetings, travel costs, material costs to set up and conduct the collaborative research are eligible for funding.
- The primary goal of the grant is not to fund writing grant proposals; there should be a research output. However, if the group is in addition to producing a research output (this is a collaborative paper and a conference presentation) also able to submit a grant proposal, this is fine (but not mandatory).

How much is the cooperation grant?

- Up to 5.000 Euros for a maximum of 2 years
- 2 proposals will be funded from EADP in 2022

How to apply?

- Proposal with a maximum of six pages needs to be submitted (including a 500-word summary for the EADP homepages) to the secretary of the EADP.
 - **Research** needs to be shortly outlined (2-3 pages; theoretical background, research questions / goals / hypotheses, and applied and theoretical impact)
 - **Collaboration activities** need to be clearly explained and justified (1-2 pages; who is doing what in this project? why is this collaboration needed?)
 - **Innovation potential** of the project needs to be outlined (about half page; in what ways is this project innovative in terms of research content and collaboration?)
 - **Possible future collaborations** of the group after the 24 months need to be shortly described (0.25 pages; how could this network sustain after the 2 years?)
 - **Project plan** needs to be added (about half page; time table of planned activities)
 - **Budget** needs to be added (about half page; estimated costs of the activities with a short justification)
- CVs of the applicants (max. 5 pages each) need to be submitted (evaluation of the CV will be done according to the career stage; early career researchers are equally eligible)

Expected outcomes

- At least one collaborative publication of the group is submitted to an international journal
- The funded groups are expected to present their project during the EADP 2023 conference (special track will be invented)
- The group has some ideas how to continue the collaboration after the 2 years funding (applying for a grant proposal is one, but not the only option here)

Criteria for evaluation:

- A committee which 3 representatives of EADP (Sevgi Bayram-Özdemir, Francesca Lionetti & Dagmar Strohmeier) will evaluate and select the submitted proposals
- Quality of the proposed project (is this an innovative and promising developmental research?)
- Quality of the proposed collaboration (will this project put this network a step further? does the plan of collaboration make sense? Is the planned collaboration feasible? Will all partners gain equally from this collaboration? Does this collaboration look like strengthening research in developmental psychology in Europe?)
- Quality of expected outputs (will this project potentially lead to a minimum of one high quality collaborative publication? Are there promising ideas for future collaborations of this network after the two years?)

What happens after selection?

- 50% of the grant (e.g., 2.500 Euro) will be transferred to the bank account of the main application in January 2022
- Each funded group is expected to submit interim progress report (in terms of collaboration activities, max. 2 pages) by December 2022. After the midterm evaluation, the other 50% of the grant will be transferred to the applicants in January 2023
- Final report (2-5 pages) including a 500-word summary for our homepage is expected to be submitted by December 15th in 2023.

Notes on the European Journal of Developmental Psychology

Willem Koops



To start with: the IF was 2.06 in 2019 and is now 2.08 in 2020. I hope that we can still improve. There are some promising signs: downloads and citations of papers like that of Selma Korlat on *Gender role identity and gender intensification* (downloaded from the online publication already nearly 1400 times and the paper by Berna Guroglu on *The Adolescent brain in a social world* (1000 downloads). It is remarkable that the most downloaded papers are open access papers. It strikes me that only a few papers can do the trick of increasing your IF. For example, our jump to more than two for 2019 was mainly caused by one top cited paper *Baysian benefits with JASP* (a methodological paper).

Secondly, I summarize the geography of submissions: Italy is the top submissions country, followed by China, then the USA, the Islamic Rep. of Iran, and then The Netherlands, followed by the smaller submitters Portugal, Spain, UK, Germany and Pakistan. Thirdly, I summarize the time from submission to the first decision. The median is less than 29 days. Which is quite a good performance in my eyes. In the fourth place I like to mention the satisfaction of authors, investigated by the Publisher. Overall satisfaction scored a mean of 8.1 on a 10-point scale. Satisfaction with the refereeing process a mean of 8.5. Fifth: I am very happy with the dedication and the hard work of the associate editors: Sevgi Bayram-Ozdemir, Marina Camodeca, Olga Kochukhova, Takuya Yanagida and Dagmar Strohmeier. Dagmar is now outgoing, because of her new role as President. Happily enough we found Sevgi as her follower. Since the increasing amount of work, we negotiated with the Publisher to add a fifth associate editor who will also fill the relative gap of neuropsychological and cognitive science knowledge in our team. We are happy that Kostas Fanti from the University of Cyprus is now our fifth associate editor.

Finally, I want to mention that we as a team introduced for our journal the possibility and procedure for submitting registered reports. At the same time we adapted the introduction of Open Science Badges. One for open data, one for open materials and one for preregistration. Together with the Publisher we arranged that after acceptance of a submission authors automatically are informed about the possibilities of earning these badges. They are invited to make use of them. There are clear criteria, and the Publisher controls the entire process around the badges.

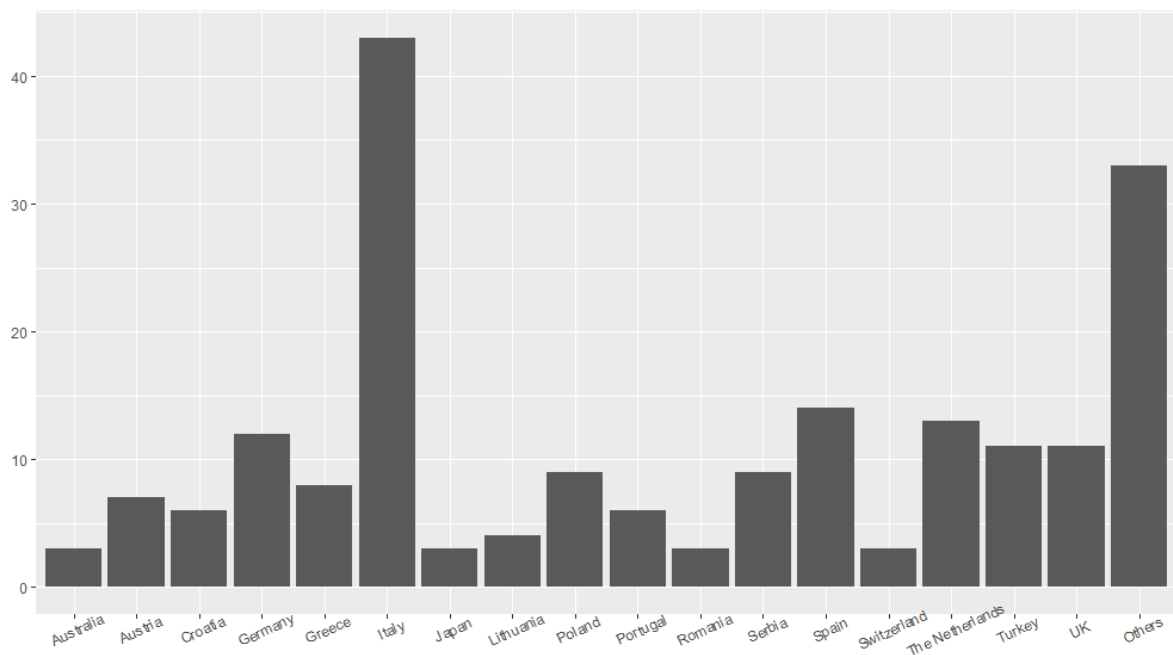
My conclusion is that the journal still does well. This of course is mainly due to the dedication of the associate editors. I like to thank all of them for their hard work. We are a great team with fine relationships and collegiality.

Membership Stats and News



Simona Caravita

As of October 2021, we have 198 regular memberships. Of these, we have a small number of gratis memberships, attributed to senior scholars that have been awarded the Preyer award. The other members are distributed as follows: 45% are regular member, 15% are regular member from reduced fee regions (for a full list of reduced fee regions please see <https://www.eadp.info/membership/list-of-countries-for-reduced-fees/>), 24% are student memberships and 14% are student memberships from reduced fee regions).



The 2021 George Butterworth Young Scientist Award to Moniek Zeegers

Burkhard Gniewosz



George Butterworth (1946-2000), one of the two founding fathers of the European Society for Developmental Psychology, was an internationally respected authority on infant development. After completing his D.Phil. at Oxford, his professional stations were Southampton University, University of Stirling, and ultimately University of Sussex. He was appointed Honorary Professor at the University of East London in 1996. His contributions to the discipline include founding both the British Infancy Research Group and the Journal of Developmental Science. The European Association of Developmental Psychology established the George Butterworth Young Scientist Award in his honor.

The Award is given every two years, and it was presented for the seventh time at the EADP Summer Tour. The requirements were (1) the successful defense of a dissertation in the (broadly defined) domain of developmental psychology at a University in any European country between January 2019 to December 2020, (2) nomination or self-nomination together with two letters of recommendation by senior scholars based on the dissertation work of the nominee, and (3) an article or chapter of the nominee that has either been published, is in press or has been submitted for review. The award consisted of € 500,00, a presentation of the research as an invited address with subsequent publication in the outlet of the society, and the invitation to join the next award committee.

The 2021 Butterworth Young Scientist Award committee was composed of three EADP council members (Profs. Ersilia Menesini, Burkhard Gniewosz, and Aysun Dogan) and Milica Nikolic (2019 Butterworth Awardee), who unanimously selected **Moniek Zeegers** among six excellent nominees from four European countries (Belgium, Germany, The Netherlands, and Austria). Her multi-method thesis included meta-analyses, longitudinal, observational and intervention studies. Together with the innovative theoretical background this thesis clearly will contribute to the literature in this field, empirically but also with the implications for theory development. Besides, all seven papers were published in highly ranked journals.

Moniek Zeegers (1988) was born and grew up in Utrecht, the Netherlands. She currently lives in Amsterdam. Moniek received a Bachelor degree in Criminology at the VU University in Amsterdam (2011). During her studies Moniek volunteered at a forensic psychiatric center for two years. The conversations with the psychiatric patients made her aware of the fundamental importance of secure child-parent attachment relationships. She therefore proceeded to study Pedagogical Sciences at the University of Amsterdam (short Bachelor track; 2012). Moniek received a clinical Master degree in Pedagogical Sciences (*Cum laude*; 2014) and Research Master degree in Child Development and Education (*Cum laude*; 2015), at the Research Institute for Child Development and Education (RICDE), University of Amsterdam. In 2015, Moniek worked for six months at the mental health care institute Bosman GGZ, before she started her PhD track at the RICDE. In 2016 she visited the lab of Professor Elizabeth Meins at the University of York. In 2017 and 2018 she worked at Basic Trust, trauma and attachment center, counseling parents of children with attachment-related problems. Moniek currently works as a postdoctoral researcher at the RICDE where she studies whether dysfunctional parenting alters methylation of stress system genes throughout infancy.

The 2021 William Thierry Preyer Award to Christina Salmivalli

Marcel van Aken



Every two years **The William Thierry Preyer Award for Excellence in Research on Human Development** is given by the European Association of Developmental Psychology to a European psychologist or a group of European psychologists – who is/are recognized internationally for an original and substantial contribution to a better understanding of human development and its contexts, as demonstrated by first-rate publications in scholarly journals, based on empirical research into the antecedents, processes and outcomes of human development-in-context.

This year a jury comprising of three prior winners (Profs. Mark Johnson, Wim Meeus and Hakan Stattin) and myself (at that time president of EADP) received two nominations for this prize, both of outstanding European developmental scientists. The jury decided to confer this award to Prof. **Christina Salmivalli**, of the University of Turku, Finland.

In the opinion of the jury members, the work of Prof. Salmivalli on the KIVA anti-bullying program has an extraordinary social outreach, with the program being implemented in so many countries. In addition, a strength of her research is that the KIVA program has been tested in RCT's and that its efficacy has been proven. But there is more than the effectiveness of the program: the identification of the participants – victims, bullies, reinforcers, assistants, defenders, and outsiders – has delineated the essential roles of young persons in the bullying process and has set the stage for new thinking about bullying.

The topic of bullying has everything that makes developmental processes complex: it concerns individual variables, such as emotional and cognitive characteristics, but also temperamental aspects, it concerns relational variables, with peers and classmates, and also broader social contextual variables, such as parents and teachers. And it has clear developmental aspects: bullying (both as victim and as bully) has clear developmental consequences, but also, and again both for bully and for victim, has clear developmental precursors.

Last, and also very important, the field of bullying is one of the fields where we as developmental psychologist have clear influences on what we can do about it, in terms of interventions. We have put enormous amounts of energy and effort in developing intervention programs for bullying, be it at the individual or the class level. And, most importantly, we have put enormous amounts of energy and effort in showing that these programs work, that we actually can reduce the amount of and the effects of bullying.

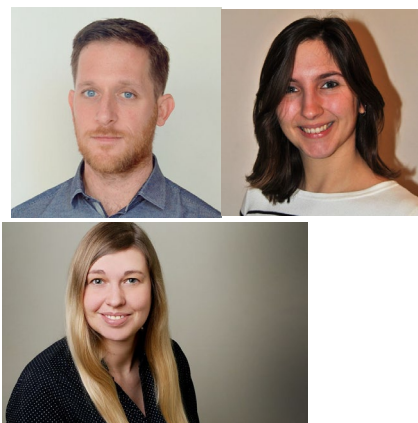
The work of Prof. Salmivalli and her group is a stellar example of exactly these important features of our work as developmental scientists. The scientific quality of the research program of Prof. Salmivalli is amply demonstrated by regular publications of her and her group in top tier developmental journals, and funding acquired by various funding agencies, including a large grant from the European Research Council.

In sum, the jury was of the opinion that the work of Prof. Salmivalli and her group has a large impact on today's science and researchers, but also on today's youth. Therefore, it is the perfect form of research that we as European Association of Developmental Psychology would like to acknowledge with the Preyer award.

The Preyer award was handed over to Prof. Salmivalli during the third and final day of our Summer Tour by our current president, Dagmar Strohmeier, who happened to be in Turku on that day. The topic of that day in the Summer Tour was bullying, so the lecture that Prof. Salmivalli gave on the acceptance of the award perfectly fitted in with the theme of that day. Again, a prove of the relevance and timeliness of the work she has been doing.

Early Researchers' Union Writing Event 2021

Stefanos Mastrotheodoros, Jessie Hillekens & Maja Schachner



During 2021, the Early Researchers' Union (ERU) organized an open science writing week targeted at young scholars. Continuing the ERU Writing Week tradition, the idea underlying this event was to bring young scholars together, allocate them in groups of common scientific interests, and support them by providing senior academic supervision. This version of the ERU Writing Event was inspired by the Open Science movement. The Open Science writing week consisted of two parts and took place online. The first part took place from March 22nd until March 26th 2021, and the second part took place from August 23rd until August 25th 2021.

During the Open Science writing week, junior scholars followed workshops on Open Science concepts and practices and worked together towards preregistered scientific papers supervised by senior scholars. Participants were required to participate in both parts of the writing week and were expected to work on their projects in between (e.g., running analyses, writing a manuscript, meeting in subgroups). Senior scholars provided datasets to work on in their subgroups. Four research topics were offered:

1. **Cultural identity/diversity in emerging adulthood** – Supervised by **Prof. Moin Syed**, College of Liberal Arts, University of Minnesota, the USA
2. **Personality in adolescence** - Supervised by **Profs. Odilia Laceulle & Marcel van Aken**, Department of Developmental Psychology, Utrecht University, the Netherlands
3. **Social development in childhood/early adolescence** – supervised by **Prof. Sevgi Bayram-Özdemir**, School of Law, Psychology, and Social Work, Örebro University, Sweden
4. **Positive parenting in vulnerable families** – supervised by **Prof. Lucía Jiménez**, Department of Developmental and Educational Psychology, University of Seville, Spain

A core concept of this writing event was to facilitate peer feedback. Each group was expected to send their progressing paper to another group to get feedback. By August 15th, all groups were expected to have preregistered their study hypotheses and analytic plans.

The event was a big success a ripped the advantages of online video conferences. Twenty-two participants from 11 countries were able to join and work together. Specifically, participants came from China, Nigeria, the Netherlands, Turkey, Germany, Portugal, Italy, Zambia, Canada, Czech Republic, and the United States of America.

Also, the event has been highly productive – up to date, five scientific papers have been pre-registered and one is under way to pre-registration. In particular, the papers are as follows (please note that the authorship order as appears below does not necessarily correspond to the final authorship order of the articles in preparation):

1. *Perceived Overt and Subtle Discrimination and Psychological Wellbeing During Emerging Adulthood: The Role of Ethnic-Racial Identity* (Authors: Chiara Ceccon, Tuğçe Aral, Mariëlle Osinga, Lisanne De Moor, Yixin Tang, Mariam Fishere, & Moin Syed)
2. *Emotional Problems and Negative Interactions with Parents and Best Friends: Reciprocal Effects in Preadolescence* (Authors: Cansu Hazal Güclü, Stefania A. Barzeva, Jiseul Sophia Ahn, Lisa De Luca, Lazarous Ndhlovu, Marcel van Aken, Odilia Laceulle, and Annemiek Karreman)
3. *Does Class Climate Matter for the Development of Sense of Academic Futility Among Immigrant and Native Early Adolescents?* (Authors: Beatrice Bobba, Takuya Yanagida, Maria Wiertsema, Diana Miconi, Adebunmi Oyekola, Ifunanya Chukwueke, & Sevgi Bayram Özdemir)
4. *Parenting competences among Spanish migrant families living at psychosocial risk conditions* (Authors: Rita Pinto, Marco Silva-Martins, Marija Živković, & Lucía Jiménez)
5. *Risk and protective factors for problem behaviors in adolescents at risk* (Authors: Gamze Er Vargün, Rukiye Kızıltepe, Elona Krasniqi, & Lucia Jimenez, Sevilla University/Spain)
6. *Does Identity Commitment Explain the Link Between Family Functioning, Self-Esteem and Academic Achievement? Moderation by Immigrant Status* (Authors: Stefanos Mastrotheodoros, Jessie Hillekens, Marta Miklikowska, Francesca Lionetti, Benedetta Palladino)

Societal Challenges in European Countries

Aysun Doğan



In this newsletter, we start a special section called *Societal Challenges in European Countries*. We would like to focus on different types of challenges/topics in the European countries within a developmental perspective. In this issue, you will read about different types of challenges in Austria, Greece, Norway, Poland, and Spain.

For the next newsletter, if you are interested in writing for special societal challenge for country, you could send us a text (400-500 words) (E-mail: doganaysun@gmail.com)

Societal Challenges in European Countries: The Case of Greece Frosso Motti-Stefanidi National and Kapodistrian University of Athens

Children and their families in Greece faced during the past decade a number of societal challenges. The country suffered a Great Economic Recession as well as a major refugee crisis. As the country's economy was slowly recovering, COVID-19 brought economic activity to a halt; businesses shut down and schools closed. These societal challenges placed at risk the development and adaptation mostly of psychosocially vulnerable children (UNICEF, 2014). Families and children from the low socio-economic strata of society, refugee children as well as immigrant children living in Greece experienced the greatest shocks during this period.

The impact of the Great Economic Recession on families and children was felt in many parts of the world. However, Greece is one of the countries where child poverty increased the most (UNICEF, 2014). The number of children whose families were income poor (income below the poverty line) as well as those who were severely materially deprived (e.g., cannot afford to pay rent, heat their home, eat meat or proteins regularly, etc.) doubled between 2008 and 2012. In spite of the fact that the Greek economy went into recovery mode, Eurostat (2019) findings reveal that in 2019 30% of the population in Greece was still at risk for poverty and social exclusion. Motti-Stefanidi and Asendorpf (2017) compared the school adjustment and psychological well-being of two closely matched cohorts of adolescents; one cohort studied in the school context before the onset of the economic crisis, and the other amidst the crisis. The results revealed a mixture of risk and resilience. Students of the crisis-cohort compared to pre-crisis-cohort youth showed in the first year of middle school (a) a significant increase in conduct problems (b) no difference in school engagement and psychological well-being, and (c) an increase in academic achievement. Motti-Stefanidi, Pavlopoulos, Mastrotheodoros, & Asendorpf (under review) found that parental education and parental school involvement promoted and/or protected youth's school adjustment, and that families' economic wellbeing was linked to both externalizing and externalizing symptoms.

The flux of refugees, mostly from Syria, Afghanistan and Iraq, who flee repression, violence and conflict, is also a significant societal challenge. In 2015, more than 1 million people, fleeing from their war-stricken countries, crossed the Mediterranean risking their lives. Most applied for refugee status. This flux of immigrants continues until today, albeit in seemingly lower numbers. Currently, Greece hosts about 90,000 refugees, more than half of them being children. According

to Save the Children and the Greek Council for Refugees (GCR), fewer than 15% of children in refugee camps attend formal school, and about one third of refugee children living in the mainland (<https://reliefweb.int/report/greece/greece-future-over-20000-refugee-children-air-because-government-neglect>). Lack of sufficient staffing, absence of transport arrangements, and community hostility, compounded by the impact of Covid-19, are the key obstacles to these children's access in the educational system. The trauma incurred before and during their migratory journey, and the lack of any normalcy in many refugee youth's lives is expected to have a deleterious effect on their present and long-term adaptation and mental health, with significantly negative consequences for the whole of society (Fazel, Reed, Panter-Brick, & Stein, 2012).

Children of economic immigrants living in Greece also face challenges linked to poverty and the negative attitudes of the non-immigrant population. According to an OECD (2016) report, 60% of Greek citizens indicate that they view immigrant people unfavorably. Furthermore, according to a joint OECD and European Commission report (2015), 35% of the immigrant people in Greece report feeling discriminated against, which ranks Greece first in Europe in terms of immigrants' perceived discrimination. In this context it is no surprise that, as a large longitudinal project on immigrant youth adaptation revealed, they are less well adapted with respect to major developmental tasks (academic achievement, conduct, peer acceptance) and less engaged in school, compared to their nonimmigrant classmates. These findings held for all ethnic groups and generations (see Motti-Stefanidi, 2014; Motti-Stefanidi, in press).

Two additional societal challenges that need to attract scientists' and public policy makers' attention are climate change and the obsolete Greek educational system. In terms of climate change, Greece has experienced these past years extreme weather conditions, resulting in wild fires and flooding. In terms of the Greek educational system, it does not provide young people the life skills and competencies needed to navigate the realities of a globalized world. The effect of both these challenges on developing individuals' current and long-term adaptation and psychological well-being will be significant.

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Societal challenges in Norway
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Migration and environmental issues are among the main societal challenges across the world these days. They are interlinked and they influence the lives of children and youth in different ways. A report commissioned by several ministries and delivered by NGO-youth organisations in Norway (LNU, 2017) show that increased performance pressure, stress, psychological health issues, bullying and conflicts, problems at home and search for identity are among the main topics mentioned as challenges of today. The report builds among other sources on interviews with more than 200 children and youth and calls for improving their competencies in coping with life also through public education.

The focus on ‘competencies’ as an intended outcome of education can be identified as a trend in international policy documents like ‘Skills for social progress’ and DeSeCo (OECD 2015, 2018), ‘21st Century skills’ (Trilling & Fadel 2009) and the Delors (1996) report. The policy message can be summarised as follows: ‘...*there is growing consensus among educators and educational scholars that we need a more comprehensive vision of education – one that includes an explicit focus on educating ‘the whole child’ and one that fosters a wider range of life skills and competencies...*’ (Chatterjee Singh & Duraiappah, 2020, 57f). In Norway ‘health and life skills’ as an interdisciplinary topic was introduced in the national curriculum of 2020, together with two others: ‘democracy and citizenship’ and ‘sustainable development’ (Core curriculum, 2020). In a policy perspective, ‘health and life skills’ can therefore be seen as an implementation of the above-mentioned international policy trends in the Norwegian context. The three interdisciplinary topics are presented as representing both immediate and prevailing societal challenges, which call for engagement and involvement from individuals and communities, locally, nationally and globally.

The challenging situation of many children and youth include drop-out from upper secondary education, which represents a major challenge in many Western societies. This is not only an economic burden for society, it may also hinder integration and participation (De Ridder et al., 2012; Freudenberg and Ruglis, 2007; Lamb and Markussen, 2011). Every fourth student in Norway (25.5%) does not complete upper secondary school after five years, and first-generation immigrant students are particularly overrepresented (42% are non-completers after 5 years; Statistics Norway, 2019a, 2019b). Recent research has located loneliness as a risk factor instigating the drop out process among first generation immigrants (Fandrem et al., 2021a). Thus, measures to improve the social inclusion of immigrants in upper secondary school should be taken. Inclusion would increase their chances of completing upper secondary education, which in turn will secure the better integration of immigrants into society.

Still, measures to increase social inclusion of immigrants have to start in primary school. From the arrival in Norway, immigrant youth must be given the opportunity to participate in the daily life of the society as they are. For children and adolescents, school is the most important arena to experience such participation. This will help them to learn together with others in the school community, which is essential in order to experience inclusion. To achieve this, it is necessary to choose the right introductory effort, sufficiently adapted to each student’s need of inclusion. This has proven to be a challenge in Norwegian schools (Fandrem et al., 2021b). Immigrant children should not be seen mainly or only as language learners, but first and foremost as learners, together with their peers.

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Societal Challenges in Poland

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The main challenge for social development is building an inclusive, innovative, and reflective society. Pandemic highlighted six significant challenges: (1) **P**oor internet accessibility, (2) **O**bstacles in obtaining psychiatric and psychological support (3) **L**ack of skills to solve psychological problems; (4) **A**wareness of ecological and environmental risks (5) **N**eed for health education (6) **D**iscrimination and lack of tolerances.

Ad 1. The first experiences with distance learning showed that although 83.1% of households had at least one computer and 86.7% had access to the Internet, this access was limited in small towns and villages, especially in families with many children. In effect, some students had no or limited access to education. Additional problems were the lack of adequate preparation of both teachers and parents and, consequently, children. It resulted in Internet connection interruption and logging on without active participation. On the other hand, remote learning needs an increased number of

internet users. Now, 90% of city inhabitants declare access to the Internet, compared to 84.1% in rural areas.

Ad. 2. Pandemics also revealed the need for improving psychological and pedagogical help. Waiting time for an appointment with a specialist takes a long time, and commercial help is beyond parents' financial means. There is a lack of occupational therapists in hospitals and psychiatric wards for adolescents, and children are deprived of adequate psychological and pedagogical care.

Ad. 3. More than half of the surveyed parents (<https://newsroom.eurozet.pl/141891-dzieci-w-pandemii-raport-radia-zet>) recognized that during the pandemic, their child's well-being deteriorated. However, only 5% declared that they benefit from psychological support, and as many as 68% did not feel such a need despite evident cognitive, emotional, and social impairments. Many of the parents confirmed that they had done their children's homework or assisted with online tests. Hence, returning to school has caused many students to experience discomfort, anxiety, and decreased mood and well-being.

Ad. 4. Pandemic raised awareness of ecological issues. Educational programs, such as the National Educational Programme are implemented (<https://piatkadlanatury.pl/>). Students of all ages take part in many clean-up actions. They are also encouraged to create ecological projects, which develop their awareness of related problems.

Ad 5. In school stores, the availability of unhealthy snacks was eliminated or limited. It soon turned out, however, that children were shopping in local stores located near schools. Also, parents often buy children drinks with high sugar content and give snacks containing preservatives. Especially during the pandemic period, many children not only had difficult access to swimming pools and gyms, but also stopped going out even for short walks. It shows the need for the education of both children and parents in pro-health issues.

Ad 6. There is a lack of systemic educational care to prevent the exclusion of socially discriminated groups. It is linked to the increasing number of students with severe psychological problems and immigrants of differing cultural backgrounds. Nongovernmental organizations develop programs aimed at developing tolerant attitudes.

Learning under Covid-19 Conditions in Austria

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In Austria, educational institutions were closed in March 2020 to mitigate the spread of COVID-19. After various versions of distance learning, supplemented by periods of face-to-face instruction, face-to-face teaching has been allowed under certain conditions as of September 2021. The digitalization of learning was and still remains a major issue, as neither students nor teachers in Austria were adequately prepared for the rapid shift to emergency distance learning (EDL). Early studies aimed to investigate the risk and resilience factors affecting students' school outcomes and well-being.

Although, in general, Austrian families were technically well equipped and had a sufficiently fast Internet connection for distance learning, there were some students from disadvantaged families whose participation in lessons was hampered by technical issues. In addition, learning motivation and the ability to self-regulate turned out to be particularly important factors for successful distance learning and well-being. Students who had difficulty structuring their daily routines, organizing their learning, and maintaining motivation reported greater challenges in distance learning and lower achievement and well-being. Other studies addressing risk factors such as age and gender show that lower competence beliefs and intrinsic value for digital learning increased with age during the pandemic. Moreover, younger students reported higher levels of perceived support from teachers. This might be due that teachers are being more supportive of younger students in digital

learning as they are proposedly less self-reliant and need a longer time to adjust to a new environment. In addition, younger students were back to face-to-face instruction earlier, while older students were more likely to be kept in distance learning. Considering the developmental needs of adolescence, where contact with peers becomes increasingly important to fulfill the need for social closeness and connectedness, this extended distance teaching, in particular, can be an enormous challenge for this age group. Regarding gender, female students showed higher learning engagement and received more support from teachers than male students.

However, despite the negative findings of pandemic-induced distance learning, it should be mentioned that the situation also presented a chance for positive development. Some students reported greater enthusiasm for learning and increased learning success. They enjoyed being able to learn at their own pace and choose when and where to do assignments. However, these positive aspects were often reported from students with more favorable initial conditions, such as sufficient family support, higher academic achievement, and levels of self-regulation skills.

The experiences of the past year and the insights gained from previous studies should be used to advance digitization in Austria educational institutions.

For more information about our research project “Learning under Covid-19 Conditions” see our publications and the project website: <https://lernencovid19.univie.ac.at/>

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Early years education in Spain

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In Spain, Early Years Education covers the 0-6 years period. This has been the case since the LOGSE law (Organic Law for the General Organization of the Educational System) was introduced in 1990. It includes two cycles. The first covers the 0-3 years period, where children may begin the first year from 4 or 5 months of age. The second cycle is age 3-6 years. The LOGSE was a very important step forward since it considered the 0-6 period as part of the education system for the first time (see De los Reyes et al. 2021, for a historical review of the origins of early years education in Spain).

Since 2002, laws (LOCE, Organic Law of Quality; LOE, Organic Law of Education, in 2006) have affected early years education in different ways. Thus, although the LOE recognizes the educational status of the 0-6 period, it has delegated the design of the first cycle 0-3 to the different Autonomous Local Communities. This leads to an inequality of approaches between Communities, and even within each Community, in relation to teacher-child ratios, material resources, support for special educational needs, etc. This disparity has led to various issues being raised over the last two decades (Alcrudo et al., 2015). For example, the need for a state legislative framework that recognizes the importance of 0-6 in itself and not merely as a preparation for primary education; the need for quality education (see also Arrillaga & Martínez, 2020) and not only the provision of child-care; the detachment of early years education from the female figure. Early years education is not required just because parents have to go out to work, but rather because of children's educational needs. Another key issue is the initial recruitment and training of professionals dedicated to 0-6.

In our experience as researchers in several public early years schools of the first cycle in the Community of Madrid, we have to highlight the impressive work done by teachers (Rodríguez & de los Reyes, 2021). This is particularly significant for developmental psychologists, since the 0-2 or 0-3 period is a time of major developments. There is nothing quite like it in other periods of life. It is when the foundations of the psyche are established. Teachers provide children with all kinds of educational opportunities that affect their development, including such crucial aspects as their capacity for attention, communication, self-regulation and executive function, and understanding of rules and conventions related not only to the material world but also to how to relate to others. They allow access to semiotic systems such as the rhythmic-sound universe, the first use of books, the use of tools, the promotion of gestural, symbolic and language development, and so on. However, there are still several difficulties that are specific to the first cycle. For example, the training of teachers in Faculties of Education does not include practices for the first cycle 0-3 but starts instead from the second cycle onwards. This hinders the exchange between University and Early Years Schools, with the mutual benefits this would make possible. This is coupled with a lack of research in first cycle classrooms. In addition, early years teacher's salaries are not on a par with those of other educational levels.

Fortunately, things are moving. The Organic Law 2020 has been approved. It introduces important changes in relation to Early Years Education. It includes among its purposes the fulfillment of children's rights as established in the U.N. Convention on the Rights of the Child. An important new development is that it is now the Government, in collaboration with the Autonomous Local Communities, who will regulate the minimum requirements to be met by early childhood education centers.

This opens up a very promising space for the consolidation of the educational status of the first cycle of early years education.

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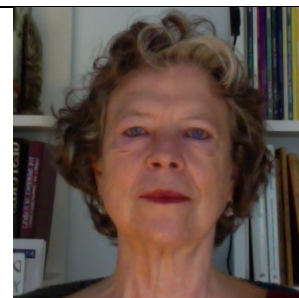
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Multilingual Corner

Cintia Rodríguez



We have a new section in the Newsletter: *The Multilingual Corner*. Its purpose is allowing members to announce their relevant publications 2020 / 2021. This includes publications (papers or books) in English or any other language. When the publication is in other language, a short English summary is added.

Please submit your publications for the next newsletter to: cintia.rodriguez@uam.es

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Doğan, A., Strohmeier, D., Kızıltepe, R., Gümüştan, D. & Yanagida, T. (2021). Effectiveness of the ViSC social competence program in Turkish elementary schools. *International Journal of Developmental Science*, 14, 3-4, 49-61. <https://doi.org/10.3233/DEV-200289>

Doğan, A. & Strohmeier, D. (2020). The role of discrimination, acculturation, and ethnic identity in predicting psychosocial functioning of Turkish immigrant youth. In D. Güngör & Strohmeier, D. (Eds.). *Contextualizing immigrant and refugee resilience: Cultural and acculturation perspectives* (pp 99-122). Cham, Switzerland: Springer. https://doi.org/10.1007/978-3-030-42303-2_6

Şen, Z. & **Doğan, A.** (2021). Öğretmenlerin akran zorbalığına ilişkin tutumlarının ve akran zorbalığı ile baş etme stratejilerinin incelenmesi. (An examination of teachers' attitudes towards bullying, their coping strategies for handling bullying, and perceived school climate) *Eğitim ve Bilim Dergisi*, 1-21.

English summary: The aim of this research was to analyze teachers' attitudes towards bullying, the coping strategies they use when they are faced with bullying, and their perceptions of the existing school climate. A total of 396 teachers participated in this study. The results revealed that female teachers showed humanistic and authoritarian attitudes more, and used working with the victim; enlisting other adults; and disciplining the bully strategies more frequently compared to male teachers.

Doğan, A. (2020). Göçmen çocuk ve ergenlerin uyum sürecini etkileyen risk ve koruyucu faktörler (The risk and protective factors related to the adaptation of immigrant children and adolescents). A. Doğan & Y. Kağnıcı (Ed.). *Göçmen Çocuk ve Ergenler: Kültürleşme, Uyum ve Eğitim içinde* (sf. 27-56). Ankara: Nobel Yayınevi.

English summary: This book chapter focuses on the risk, protective, and promotive factors related to the psychological, social, and cultural adaptation of immigrant children and adolescents. The effects of these factors were examined in different contexts (e.g., family, school, and sociopolitical). Moreover, the suggestions for social policy were discussed to increase the adaptation and resilience of these children.

Ergüden, N., **Doğan A.** & Şen, Z. (2020). Aile katılımının okul öncesi çocuklarının benlik saygısı ve sosyal duygusal uyumu üzerindeki etkileri (The effects of family involvement on preschoolers' self-esteem and social emotional adaptation). *Nesne Psikoloji Dergisi*, 8(17), 297-314. DOI: 10.7816/nesne-08-17-10

English summary: Family involvement is defined as cooperation between the school and family and the family's active participation in the education process of their children. The goal of this review article was to examine the relationship between family involvement and children's self-esteem and social-emotional adaptation. This article will contribute to understand the importance of family involvement during preschool years.

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Bartoli, G., Bulgarelli, D., & **Molina, P.** (2020). Theory of mind development in children with visual impairment: The contribution of the adapted comprehensive test ToM storybooks, *Journal of Autism and Developmental Disorders*, 49(9), 3494-3503 DOI [10.1007/s10803-019-04064-3](https://doi.org/10.1007/s10803-019-04064-3)

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Molina, P., Pasini, M. (2020). La pratica etica della buona ricerca: inchiesta sulle pratiche dei ricercatori italiani in psicologia. *Psicologia clinica dello sviluppo*, 3/2020, 541-550. DOI: [10.1449/98901](https://doi.org/10.1449/98901)

English summary: This contribution presents the results of a survey proposed by the Ethics Committee of Italian Psychological Association (AIP) aimed at investigating psychological researchers' practices related to research ethics as well as their educational experience on the same topic. 560 researchers took part in the survey (about 24% of all researchers working in the Italian universities). Overall, results bring out a positive picture, with a gradual spread both of ethical issues and of educational experiences on research ethics. This contribution aims to promote a discussion about the choices related to outstanding issues concerning research ethics in psychology.

Caputi, M., Dulay, K. M., Bulgarelli, D., Houston-Price, C., Cerrato, G., Fanelli, M., Masento, N. A., & **Molina, P.** (2021). See & eat! Using e-books to promote vegetable eating among preschoolers: Findings from an Italian sample. *Frontiers in Psychology*, 12, 3367. <https://doi.org/10.3389/fpsyg.2021.712416>

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Rodríguez, C. & Moreno-Llanos, I. (2020). A pragmatic turn in the study of early executive functions by object use and gestures. A Case study from 8 to 17 months of age at a nursery school. *Integrative Psychological and Behavioral Science*. <https://doi.org/10.1007/s12124-020-09578-5>

Moreno-Llanos, I., Zapardiel, L. & **Rodríguez, C.** (2020). Children's first manifestations of cognitive control in the early years school: the importance of the educational situation and materiality. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-020-00505-1>

Guevara, I., Moreno-Llanos, I. & **Rodríguez, C.** (2020). The emergence of gestures in the first year of life in the Infant School classroom. *European Journal of Psychology of Education*, 35, 265-287. <https://doi.org/10.1007/s10212-019-00444-6>

Benassi, J. & **Rodríguez, C.** (2020). The genesis of shared reference. A pragmatic perspective of autism. [Génesis de la referencia compartida. Una mirada pragmática sobre el autismo] *Journal for the study of education and development/ Infancia y Aprendizaje*, 43, 4, 779-792. Bilingual English/Spanish. <https://doi.org/10.1080/02103702.2020.1814600>

Rodríguez, C. & de los Reyes, J. L. (Coords.) (2021). *Los objetos sí importan. Acción educativa en la escuela infantil* [Objects do matter. Educative action in the early years school]. Horsori. ISBN: 978-84-17994-73-02021

English summary: This edited book is the result of several studies carried out in classrooms of the first two grades (0-1 and 1-2) in early years school (Escuela Infantil) in Brazil, Chile, Colombia, Mexico and Spain. It shows the importance of materiality in educational action, which promotes curiosity and activity in children. It allows them to be active agents. Children show an evident interest in musical instruments and books interpreted by teachers. They produce symbolic behaviors before the end of the first year of life. At that time, the first forms of executive control and self-regulation appear. The collaboration and exchange between researchers and teachers of the different countries are also essential.

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Aral, T., Juang, L., **Schachner, M. K.**, & Schwarzenhal, M. (2021). Cultural diversity approaches in schools and adolescents' willingness to support refugee youth: The mediating role of social identity inclusiveness. *British Journal of Educational Psychology*.

Schachner, M. K., Schwarzenhal, M., Moffitt, U., Civitillo, S., & Juang, L. (2021). Capturing a nuanced picture of classroom cultural diversity climate: Multilevel and multigroup analyses among secondary school students in Germany. *Contemporary Educational Psychology*. <https://doi.org/10.1016/j.cedpsych.2021.101971>

Juang, L., **Schachner, M. K.**, Pevec, S., & Moffitt, U. (2020). The Identity Project intervention in Germany: Creating a climate for reflection, connection, and adolescent identity development. *New Directions for Child and Adolescent Development*, 173, 65-82. doi: [10.1002/cad.20379](https://doi.org/10.1002/cad.20379) (IF: 1,3) [1] Geteilte Erstautorenschaft

Juang, L., & **Schachner, M.K.** (2020). Cultural diversity, migration, and education. Special section introduction. *International Journal of Psychology*, 55, 695-701. doi: [10.1002/ijop.12702](https://doi.org/10.1002/ijop.12702)

Schwarzenhal, M., **Schachner, M. K.**, Juang, L., & van de Vijver, F. J. R. (2020). Reaping the benefits of cultural diversity in schools: Classroom cultural diversity climate and students' intercultural competence. *European Journal of Social Psychology*, 50, 323-346. doi:10.1002/ejsp.2617

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Strohmeier, D., Grading, P. & Yanagida, T. (2021). The role of intrapersonal, interpersonal, family and school level variables in predicting bias-based cyber victimization. *Journal of Early Adolescence*. <https://doi.org/10.1177/02724316211010335>

Solomontos-Kountouri, O. & **Strohmeier, D.** (2021). The need to belong as motive for (cyber)bullying and aggressive behavior among immigrant adolescents in Cyprus. *New Directions for Child and Adolescent Development*, 176, 1-20. <https://doi.org/10.1002/cad.20418>

Strohmeier, D. & Grading, P. (2021). Teachers' knowledge and intervention strategies how to handle hate postings. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2021.1880386>

Arënliu, A., **Strohmeier, D.**, Konjufca, J., Yanagida, T., & Burger, C. (2020). Empowering the peer group to prevent school bullying in Kosovo: Effectiveness of a short and ultra-short version of the ViSC Social Competence Program. *International Journal of Bullying Prevention*, 2, 65-78. <https://doi.org/10.1007/s42380-019-00052-4>

Güngör, D. & **Strohmeier, D.** (2020). *Contextualizing immigrant and refugee resilience: Cultural and acculturation perspectives*. Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-030-42303-2>

Strohmeier, D., Solomontos-Kountouri, O., Trip, S., Doğan, A., & Arënliu, A. (2021). International Implementation of the ViSC Social Competence Program in Cyprus, Romania, Turkey, and Kosovo. In P.K. Smith & J.O. Higgins (Eds.). *The Wiley-Blackwell Handbook of Bullying. A Comprehensive and International Review of Research and Intervention. Volume 2.* (pp. 450-468). London and New York: Routledge. Taylor & Francis Group.

Strohmeier, D., Solomontos-Kountouri, O., Burger, C. & Doğan, A. (2021). Cross-national evaluation of the ViSC social competence program: Effects on teachers. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2021.1877130>

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Vietze, J., Schachner, M. K., Juang, L., van de Vijver, F. J. R., & Noack, P. (2020). juggling between parental and school expectations: the development of domain-specific acculturation orientations in early adolescence. *Journal of Research on Adolescence*, 30(3), 616–632. <https://doi.org/10.1111/jora.12547>

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Vleioras, G., Andreou, E., & Papadopoulos, O. (in press). Differences in mental health and bullying victimization experiences between youth of different sexualities: A Bayesian perspective. *Journal of Aggression, Maltreatment & Trauma*, DOI: [10.1080/10926771.2021.1970670](https://doi.org/10.1080/10926771.2021.1970670)

Vleioras, G. (in press). What is adulthood? A comparison of the adulthood criteria of Greek emerging adults and their parents. *Journal of Genetic Psychology*, DOI:10.1080/00221325.2021.1957761

Classics in other languages
Cintia Rodríguez *

We also include a section on *Classics*: Relevant publications in developmental psychology that have not been published in English. A short abstract in English is included.

Inhelder, B., Cellérier, G., Ackermann, E., Blanchet, A., Boder, A., de Caprona, D., Ducret, J.J. et Saada-Robert, M. (1992). *Le cheminement des découvertes chez l'enfant. Recherche sur les microgenèses cognitives* [The pathway of discovery in children. Research on cognitive microgenesis]. Neuchâtel-Paris: Delachaux et Niestlé

Since the late 1960s, and during the 1970s and part of the 1980s, a functional approach to development led by Bärbel Inhelder, Piaget's most important collaborator, developed in the Geneva School. This new vision focused on children's procedures of discovery when solving challenging tasks. Without ignoring macrogenesis, the focus is now on microgenesis, on processes, on the different paths chosen by children to solve problems, on the dynamics of these processes in real time. Here the importance of subject-object interaction in the construction of knowledge is manifested in all its intensity. There is an abundant literature in French on this fascinating line of research that marked an important and relatively unknown turning point in the Geneva School. This book has been translated in Spanish in 1994.

Mugny, G. (Ed.) (1985). *Psychologie sociale du développement cognitif* [Social Psychology of cognitive development]. Berne: Peter Lang.

Willem Doise and Gabriel Mugny published a first book on the foundation of developmental social psychology in French in 1981 (*Le développement social de l'intelligence*, [Social Development of intelligence] Paris: InterÉditions). Four years later G. Mugny published *Psychologie sociale du développement cognitif* [Social Psychology of cognitive development]. (Berne: Peter Lang). It contains a series of chapters by twenty researchers from six European countries explaining the importance of social interactions and socio-cognitive conflict for child development. In this book is presented a synthesis of a program of research on Social Psychology that has been developed through the years.

This book has been translated into Spanish **G. Mugny & J. A. Pérez (Eds.), (1988).** *Psicología social del desarrollo cognitivo*. Barcelona: Anthropos.

and into Italian **G. Mugny & F. Carugati (Eds.), (1987).** *Psicologia sociale dello sviluppo cognitivo*. Firenze: Giunti.

Piaget, J. (1976). *Le possible, l'impossible et le nécessaire : les recherches en cours ou projetées au Centre international d'épistémologie génétique* [The Possible, the Impossible and the Necessary: Current and Planned Research at the International Centre for Genetic Epistemology], *Archives de psychologie*, 44(172): 281-299.

Piaget's latest studies were devoted to the problem of the possible and the necessary. While it is true that a large part of his previous research was devoted to demonstrate how practical or internalised action reaches levels of systematisation that lead both to the deduction imposed as necessary and to the expansion of its possible variations, these problems are formulated explicitly here. This article synthetically prefigures his two subsequent volumes on *The Possible and the Necessary* (1981, 1983), underlining the problem involved in the creation of what exists only in a

potential state. In opposition to preformist theses, Piaget suggests that possible are openings in constant becoming that are only reached when the subject understands them in their conditions of actualisation. In order to better comprehend this process, he distinguishes two systems of schemas within the cognitive mechanisms: one aimed to “understand” and the other to “succeed”. While the first one configures “the real” for the subject, it is the “procedures” of the second that allow us to explain the construction of the possible, in its complex relationship with necessities and the different types of impossible.

More information in Jean Piaget Archives (<https://archivespiaget.ch>) Accessible in three languages: FRA, ING and ESP. Founded in 1974 by Bärbel Inhelder and Olivier Reverdin, the mission of the Jean Piaget Archives is to preserve and disseminate all the documents related to the work and figure of Jean Piaget and the School of Geneva. It also preserves the research documents of the School of Geneva, as well as the personal archives of Jean Piaget.

Vergnaud, G. (1981). *L'enfant, la mathématique et la réalité: problèmes de l'enseignement des mathématiques à l'école élémentaire* [The child, mathematics and reality: problems of teaching mathematics in elementary school]. Berne, New York: Peter Lang.

Among the many publications of Gérard Vergnaud, who has just left us, let us point out this original work published in the beautiful collection “Exploration” then directed by Anne-Nelly Perret-Clermont. Six editions in French and four translations: Italian, Russian, Portuguese and Spanish (in 2014). This book discusses learning numbers and operations from a developmental perspective. Its originality consists in approaching concepts as a system defined by a set of signified, signifiers and mental operations associated with classes of problems. The analysis of the conceptual domain considered in the book is based both on the epistemology of mathematics and on a modelling of mental activities for solving the problems offered to children.

All the analyses and proposals contained in this book constitute the starting point for the development of the theory of conceptual fields at the centre of Gérard Vergnaud's work in developmental psychology. His analyses and proposals have inspired a large number of works and helped transform the teaching of numbers and arithmetic operations in elementary schools in several countries, notably France and Brazil. Finally, it should be noted that this work inaugurated fruitful collaborations in France between development psychologists, mathematicians and physicists. More information on the website <https://gerardvergnaud.wordpress.com/>

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