

Day 1: Wednesday 12 September, 2018

09.30-12.20 & 13.20-17.00

Preconference workshops for students (those who are currently working on pre-doctorate levels or have obtained their doctoral degree within the last two years (i.e. 2016-2017). They can choose from six different full-day workshops, which are supervised by experts in the field.

PCW 1 Getting your message across: Creating powerful posters and presentations

(Evalyne Thauvoye & Dr. Marlies Maes; K.U. Leuven) **Room: Leslokaal 2.1**

You might already have had the experience: You are attending a presentation on an interesting topic, but you lost track halfway. Or, you are standing in front of a poster and you don't even know where to start reading. How can you do a better job and create powerful posters and presentations that stick to your audience? In this workshop, we aim to take the creation of posters and presentations a step further. Hands-on tips and tricks will be provided that will help to get your message across. We will discuss how to avoid common and more subtle pitfalls as well as how to grab and maintain the attention of your audience. We will focus on the three important phases of creating posters and presentations, that is, preparing, presenting, and performing. By doing so, several questions will be addressed, such as who is your target audience? And what is your main message? How can you structure your poster or presentation? And how can you make slides and use visuals that do not distract the attention of your audience, but that instead support your message? The workshop will be interactive with enough time to work on and to discuss your own poster and presentation materials. After this workshop, you will have several tools that will help you to get your message across, and to make powerful posters and presentations!

PCW 2 Academic writing

(Prof. Dr. Susan Branje; Utrecht University) **Room: Leslokaal 2.2**

This workshop aims to strengthen scientific writing skills to allow researchers to get their message across in English-language research articles and grant proposals. Scientific writing is a large part of a researcher's career, yet many researchers struggle with getting their articles published or getting their grants funded. In the workshop, we focus on: (1) Things to think about before writing (2) How to craft different parts of your article or grant proposal, and (3) Tips and tricks to write more clearly and effectively. The workshop will include a presentation on successful writing, combined with examples of effective and less-effective writing and ample time for writing exercises to improve writing skills. The workshop will be highly interactive: participants practice tips and tricks for successful writing in an anonymous chat room. Examples will be provided and ample time for writing exercises to improve writing skills. As writing can best be learned through practicing, and practicing works best when using your own texts, participants are encouraged to bring their own texts they have previously drafted or are currently working on for the course exercises. There will be ample opportunity for participants to ask questions and engage in discussion. We will also pay attention to the implications for effective writing of recently developed publication policies in light of the Transparency and Openness (TOP) Guidelines proposed by the Open Science Framework.

PCW 3 SEM models - random intercept models

(Prof. Dr. Loes Keijsers; Tilburg University)

Room: Leslokaal 3.1

Unraveling developmental processes is analytically challenging and requires an analytical strategy that is carefully matched with the substantive question of interest. In recent years, a discussion has been instigated regarding the use of cross-lagged panel model for understanding adolescent development (e.g., Hamaker et al, 2015; Keijsers, 2016; Berry et al, 2017). The key-question in this vivid discussion is the question to which extent the analytical technique is able to identify processes at the individual person level. The purpose of this workshop is twofold.

Objective 1. The workshop will help researchers understand the conceptual aspects of this ongoing debate regarding ecological fallacies, in which both the pros and cons of different alternative analytical methods are being discussed (including Random-Intercept Cross-Lagged Panel Models and Multilevel Models). By reflecting on their own research question, conducting small experiments, and engaging in discussion, participants will obtain an integrative framework of the analytical possibilities and learn about the unique weaknesses and strengths. This is intended to support researchers in make well-informed choices regarding their analytical strategy in the future.

Objective 2. Moreover, in the afternoon, we will practice with Random-Intercept Cross-Lagged Panel Models in Mplus or R (depending on the participants' personal interests), which is one of the recent extensions of a traditional cross-lagged panel model. For this second part, participants are expected to have basic knowledge of Structural Equation Modeling, as well as some knowledge of how to specify a SEM in either Mplus or R. If longitudinal data are available, participants are encouraged to bring their own data, and practice on their own dataset (for RICLPM, three or more waves of data are needed).

PCW 4 Working with diary data

(Prof. Dr. Eeske van Roekel; Tilburg University)

Room: Leslokaal 3.2

The experience sampling method (ESM) is a research tool to study people as they go through their daily lives in more ecologically valid ways than traditional methods. The increased availability and accessibility of methodology that uses experience sampling has contributed to a rapid increase in the incorporation of ESM study designs in adolescent research. Simultaneously, new techniques are developed to analyze these intensive longitudinal data. Yet, due to these rapid developments, it often is difficult to find the appropriate technique for your research question.

The aim of this workshop is help researchers to find the right statistical tool to answer their research question. In the workshop, I will provide an overview of existing statistical techniques to analyse these intensive longitudinal data, such as multilevel analyses, interrupted time series analyses, and network models. By reflecting on their own research question, completing exercises, and engaging in discussion, participants will obtain an integrative framework of the analytical possibilities and learn about the unique weaknesses and strengths. Further, participants will obtain hands-on experience with running these models on their own data (or on data provided in the workshop). Participants do not need specific statistical expertise to take part.

PCW 5 Structural Equation Modeling with R and Lavaan

(Prof. Yves Rosseel; Ghent University)

Room: Leslokaal 4.2

Structural equation modeling (SEM) is a vast field and widely used by many applied researchers in the social and behavioral sciences. SEM is a general framework to empirically test complex theories, often depicted by path diagrams. It naturally allows for measurement error by introducing latent variables, and it extends the regression framework by allowing for reciprocal and indirect effects. In recent years, the classical SEM framework has been extended to handle categorical outcomes, missing data, and multilevel data.

This one-day workshop will provide both a refresher of SEM concepts and practices, and a tutorial on how to use the opensource R package lavaan. After a brief general introduction to SEM, several specific topics will be discussed: meanstructures and multiple groups, measurement invariance, dealing with missing data and non-normal data, CFA with binary and ordinal data, and multilevel SEM. The workshop will be based on lecture-style presentations interchanged with practical sessions. In principle, no prior knowledge of R is required, although it will help if you spend some time exploring R (and RStudio) before you come to this workshop. For example, you should be able to run a simple regression in R, and become familiar with the concept of an R script. There are many good tutorials on the web.

You should install R (and optionally RStudio) on your laptop. In addition, you must install lavaan. Instructions how to do this can be found on the lavaan website:

<http://lavaan.ugent.be/start.html>

PCW 6 Dealing with heterogeneity in meta-analysis

(Dr. Caspar L. van Lissa; Erasmus University Rotterdam)

Room: Leslokaal 1.3

Meta-analysis is widely considered to be the "gold standard" for synthesizing the published literature on a topic. Excellent tutorials have increased its popularity in developmental science. However, differences in effect sizes can arise when similar research questions are examined in different labs, sampling from different populations, using different methods and instrumentation. Such between-studies heterogeneity presents a challenge to data aggregation using classic metaanalytic methods, but also offers an opportunity to learn which factors influence the effect size found. This workshop focuses on the practical details of conducting a cutting-edge meta-analysis from start to finish. Extra attention is devoted to two specific problems common in developmental meta-analyses: How to account for "dependent data", such as multiple outcomes or time-points per study, and how to account for between-studies heterogeneity. You will become familiar with the most commonly used statistical models: The fixed-effect and random-effects models, meta-regression, and multi-level metaanalysis. You will learn exactly the amount of programming required to conduct your own meta-analysis using the free, open-source software R. Moreover, you will practice making beautiful, publication-quality graphics. Finally, you will learn to explore differences between studies using the newly developed MetaForest technique (Van Lissa, 2018).

The workshop focuses on a thorough understanding of relevant concepts, rather than formulas. Participants with a basic understanding of (multivariate) regression should be able to follow everything. Prior knowledge of R or meta-analysis is NOT required. Before the workshop, participants should read the provided literature, and follow provided instructions to install R.

17.30 - 17.45

Room: Auditorium 2

Opening Ceremony: Welcome by Wim Beyers, Conference Chair, & Rita Zukauskienė, EARA president

17.45 - 18.45

Room: Auditorium 2

KN 0.1 Chair: Prof. Dr. Loes Keijsers (Tilburg University, the Netherlands)

Prof. Dr. Judith Smetana (Rochester University, USA)

Constructing Autonomy in the Context of Adolescent-Parent Relationships

Adolescent-parent relationships are transformed during adolescence as youth seek greater autonomy. Although peers may inform adolescents' autonomy desires, teens must negotiate with their parents to gain more autonomy—or take more devious routes by concealing their behavior from their parents. In this keynote talk, I discuss my program of research focusing on these issues. My research employs a developmental, social-cognitive, and constructivist framework to examine how adolescent-parent conflict and disclosure and secrecy with parents are associated with shifts in the boundaries of parental authority across adolescence and correspondingly, increases in adolescents' claims to personal jurisdiction over different areas of their lives. My focus has been on both normative developmental changes as well as variations according ethnic/racial and cultural backgrounds and parenting. The research highlights the need to consider differences in adolescents' and parents' perspectives and the different domains in which autonomy development occurs.

I will discuss the theoretical framework for my research and provide an overview of the findings of cross-cultural research on changing conceptions of parental authority. Next, I will present current variable- and person-centered research on disclosure, concealment, and parental monitoring. Recent research using a narrative approach to understanding adolescents' meaning making about their experiences of disclosure, concealment, and lying also will be presented. This research provides new insights into the lessons adolescents learn from disclosure versus secrecy and how they impact adolescents' sense of self and relationships with parents. In the last part of the talk, I will make connections between my research on adolescents' construction of autonomy in the personal domain and the development of moral conceptions of fairness and rights. With the current political shifts in the U.S. and Europe and the rise of intolerance and inequality worldwide, it has become increasingly pressing to understand how moral autonomy, including conceptions of fair treatment, respect, equality, and rights, develop or are thwarted in family contexts during adolescence, and I will discuss new directions to these issues.

18.45 - 19.15

Room: Auditorium 2

Dance performance

The Big Fat Ballerina's

19.15 - ...

Room: Restaurant

Opening Reception