INSIDE

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Support to youth identities in diverse Europe (SIDE)

A course for university students

2018

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INTRODUCTION. THE AIMS OF THE CURRICULUM

Rasa Erentaitė & Saulė Raižienė

The curriculum „Support to youth identities in diverse Europe (SIDE)" is designed as an intensive program for university students, who are interested in interdisciplinary perspectives on youth identity development and well-being. Identity is considered one of the major areas of personal and social development during the periods of adolescence and emerging adulthood. Young people may explore and try out different values, aims, lifestyles, ideas, and memberships and search for meaningful identity commitments. Possibilities and outcomes of these explorations may be shaped by numerous inter-related factors: individual qualities, family characteristics, school and peer-group contexts, as well as broader socio-cultural contexts in which young people live. Constraints, including socio-economic inequalities, limited access to resources, power, civic and cultural participation, as well as experiences of discrimination may be related to difficulties faced by youth during this sensitive period. At the same time, professionals working with young people in schools, universities, civic and cultural organizations across Europe can identify and offer important resources for supporting youth in their identity explorations.

The SIDE curriculum provides a possibility to reflect on the most important factors that shape youth identities in changing contemporary European contexts and identify the most effective tools for identity-related research and practical work with youth. The curriculum aims to build the capacity of students to carry out identity-related research and practical work with young people, by presenting current interdisciplinary research on youth identity, reviewing relevant research methods and tools, as well as analyzing innovative examples of practical work with youth. The curriculum provides an integrated interdisciplinary perspective on youth identity, informed by recent theory and findings in developmental and social psychology, sociology, social anthropology and European studies. Such integrative programs on youth identity are largely absent in standard university study programs in Europe. Thus, this curriculum can enrich the study programs in psychology, educational studies, sociology, social work and related fields (e.g., as an optional or alterative study course, or as an integrative part of another related study course). The SIDE curriculum can help to build a deeper and more comprehensive understanding of youth identity and their developmental needs in the current dynamic and diverse context of Europe.

After the program based on the SIDE curriculum the students will be able:
1. To apply different theoretical frameworks in explaining youth identity formation in different socio-cultural contexts in Europe;
2. To understand the main processes of identity formation, to know the antecedents and outcomes of identity and understand their integrative effects in the formation of youth identities ;
3. To critically analyze and explain empirical research findings on youth identity formation in the context of diverse socio-cultural contexts;
4. To identify identity-related difficulties among diverse groups of youth, formulate related research questions and select analytical approach and relevant research methods to empirically address these questions;
5. To identify resources for supporting identity development among diverse groups of youth, particularly, in educational and volunteering settings.

The curriculum consists of five modules. The first module presents the concept of identity and discusses how different facets of identity (i.e., personal and social identity) can be integrated. It also reviews process-based theoretical models of youth sidentity development and discusses the most relevant empirical findings in the field. Moreover, it presents research methods and tools that can be used to study different facets of personal and social identity. The second module presents structural

and developmental perspectives on factors that shape youth identity, with an emphasis on integrative models. The third module reviews personal and social outcomes related to identity formation, as well as provides an integrative perspective on identity outcomes. The fourth module presents available frameworks for identifying identity-related resources, with particular focus on educational and volunteering settings. It also presents some examples of educational and civic initiatives aimed at supporting youth identities. The fifth module presents teaching methods, which help to integrate different theoretical approaches, empirical findings, and research methods with students' own personal experiences.

The SIDE curriculum was tested in a form of Erasmus + Intensive Program in March 2018. International team of teachers (researchers in the field of identity formation) and 28 students from five European countries (France, Italy, Lithuania, Poland, Romania) took part in a comprehensive two-week intensive program on identity in diverse Europe. The program was hosted by Babeş-Bolyai University in Cluj Napoca (Romania). This program can serve as an example of how SIDE curriculum could be used to enrich the existing study programs and experiences of students and teachers from different European universities. The course received a positive feedback from students and teachers. A detailed timetable of the course is provided in Annex 1.

The curriculum is developed by an international group of youth researchers, university teachers and youth workers in five European countries (France, Italy, Lithuania, Poland, and Romania). The curriculum is one of the outcomes of Erasmus+ strategic partnership „Innovative curriculum for strong identities in diverse Europe (INSIDE)" (No. 2016-1-LT01-KA203-023220). It partly builds on previous successful experiences from two international partnerships on youth identity - Erasmus intensive program „Challenges to identity in the context of globalization: Multidisciplinary and multicultural perspectives (CHALID)" (coordinated by Mykolas Romeris University)[1] and Erasmus intensive program „Young people's identity formation in a modern world (YPIF)" (coordinated by Lund University).

The results of the current project INSIDE, including the SIDE course curriculum, are available online on the official website of the project (http://inside.mruni.eu). Besides the SIDE curriculum, the official website of the project also presents two other intellectual outcomes of this partnership. First, there are two compendiums of scholarly papers on youth identity development in Europe, published in two leading peer-reviewed journals – Journal of Youth and Adolescence and European Psychologist[2]. Second, an online resource I-TOOLS[3] was prepared for those involved in practical work with youth in educational, civic, volunteering or other settings. All these resources are closely inter-related in terms of topics covered and perspectives on youth identity applied, and they are all open for use to university teachers, students, researchers, youth workers, as well as policy makers and other stakeholders working with youth-related issues.

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1   More information about the project can be found online at https://www.mruni.eu/en/tp/ip_chalid/apie_projekta/.
2   Journal of Youth and Adolescence, 2018, 47(4), section "Developing identities: Individual and social resources", and European Psychologist, 2018, 23(4), issue "The multifaceted nature of identity: Toward integrative perspectives on processes, pathways, and contexts".
3   Direct link is http://inside.mruni.eu/i-tools.

MODULE 1. THE CONCEPTS OF PERSONAL AND SOCIAL IDENTITY

Elisabetta Crocetti & Monica Rubini

Learning outcomes

After this unit the students will be able to understand:
- Psychological bases of personal and social identity;
- Conceptual relations between personal and social identity;
- Methods for the study of personal and social identity.

Brief literature review

Identity formation is a core developmental task across the entire life span that becomes urgent when individuals undergo relevant changes (as it happens in the adolescent and youth phases) and/or important life transitions (e.g., school-to-work transition). Notably, the identity concept is complex and multifaceted since it involves aspects related to personal identity as well as to social identity. In this module we will present main theoretical models in both traditions[4] and we will discuss integration between personal and social identity.

Personal identity

From Erikson's psychosocial theory to Marcia's identity status paradigm

The literature on personal identity has been strongly inspired by Erikson's (1950, 1968) psychosocial theory. According to it, identity is a fundamental developmental task throughout the entire life span that becomes central in adolescence, when individuals can move between two opposite poles: identity synthesis (meaning that they combine and integrate relevant earlier identifications in a unique and personal way) or identity confusion (indicating that they do not hold yet meaningful identifications that could provide them with a sense of direction).

Building upon Erikson's theory and his clinical experience, Marcia's (1966) developed the identity status paradigm. Specifically, he proposed to consider four identity statuses, each of them representing an individual's style of coping with the identity crisis described by Erikson. These statuses are based on the presence/absence of exploration (i.e., the active questioning and weighing of various identity options before assuming decisions about the values, beliefs, and goals that one will pursue) and commitment (i.e., making a relatively firm choice about an identity domain and engaging in significant activities aimed at implementing that choice). In the achievement status, adolescents have made a commitment following a period of active exploration; in the foreclosure status, adolescents have assumed a commitment without exploring other alternatives; in the moratorium status, adolescents are actively exploring various options but they have not yet found their own commitment; and, in the diffusion status, adolescents have not engaged in a proactive process of exploration of different alternatives nor they have made a commitment (Marcia, 1966).

On the one hand, the identity status paradigm has been the basis for extensive research on interindividual differences shown by youth that face the identity task in different ways (for a review, see Kroger & Marcia, 2011); on the other hand, this model has been criticized since it has not offered a theoretical framework for understanding the process of identity development (Meeus, Iedema, Helsen, & Vollebergh, 1999). To overcome this criticism, since the Eighties several scholars (see Schwartz, 2001 for a review) emphasized the importance of disentangling the process of identity formation, rather than focusing exclusively on the identity statuses as various outcomes of the adolescent period described in Erikson's theory.

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4   In discussing personal and social identity models, we will also provide examples of methods that can be used to measure different identity components.

Shifting to Process-Oriented Models: Identity as an Iterative Dynamic

Bosma (1985) and Meeus (1996) took up the challenge of studying identity more dynamically by focusing on the processes at the basis of identity development. They distinguished between different forms of commitment and exploration and underscored that these processes should not be conceptualized statically, as present or absent, but considering their degree of intensity. In this respect, Bosma (1985) distinguished between commitment making and the extent to which one identifies with a commitment and Meeus (1996) differentiated between exploration in-breath (weighing up various alternatives before a choice is made) and in-depth exploration (representing the assessment and validation of current commitments).

Bosma's (1985) and Meeus's (1996) contributions represented the starting point for a new wave of European identity research characterized by the development of process-oriented identity models (for a review see, Meeus, 2011). In this context, Crocetti, Rubini, and Meeus (2008) proposed a parsimonious three-factor model, according to which identity is formed and revised in an iterative process of choosing commitments, evaluating, and questioning them. Specifically, this model considers three main identity processes: commitment refers to enduring choices that individuals have made with regard to various identity domains and to the self-confidence they derive from these choices; in-depth exploration represents the extent to which individuals think actively about the commitments they have enacted (e.g., reflecting on their choices, searching for additional information, talking with others about their commitments); and reconsideration of commitment refers to the comparison of present commitments with possible alternative commitments because the current ones are no longer satisfactory (Crocetti et al., 2008).

In this model, identity dynamics are captured by two iterative cycles (Crocetti, 2017; Meeus, van de Schoot, Keijsers, Schwartz, & Branje, 2010): the identity formation cycle, based on the interplay between commitment and reconsideration of commitment, in which individuals compare their own commitments with other available alternatives and start to relinquish their commitments when they do not match anymore their values, aspirations, and goals; and the identity maintenance cycle, based on the interplay between commitment and in-depth exploration, in which individuals deepen the meaning of their current commitments and verify to what extent they provide a good fit with their overall talents and potentials.

Importantly, from specific combinations of identity processes of commitment, in-depth exploration, and reconsideration of commitment, it is possible to obtain identity statuses that expand Marcia' paradigm, by showing a distinction between adaptive (searching moratorium) and maladaptive (classic moratorium) forms of moratorium. Furthermore, it is worth noting that identity processes operate in several domains, as adolescents need to find meaningful commitments in educational, job, relational, religious, political, regional domains, to name some examples. While some individuals achieve a clear sense of identity in multiple domains, others may invest only in one or few domains, thus showing different identity configurations (Crocetti, Scrignaro, Sica, & Magrin, 2012; Luyckx, Seiffge-Krenke, Schwartz, Crocetti, & Klimstra, 2014).

In synthesis, the personal identity literature rooted in Erikson's (1950, 1968) psychosocial theory has highlighted that achieving a clear sense of identity is a life-long task that becomes especially salient in adolescence. Thus, identity is not achieved once forever, but it is continuously likely to being reformulated and recent theoretical models unveiled that this dynamicity can be captured by the iterative identity formation and maintenance cycles (for a review see Meeus, 2011).

Social identity

The social identity approach

The literature on social identity is strongly rooted in Henri Tajfel and John Turner's social identity and self-categorization theories, which together constitute the social identity approach (for a review see, Brown, 2000). Their contributions concern how people define themselves as members of a

social group. Social identity, in fact, refers to "…the part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership" (Tajfel, 1978; p. 63). Core processes at the basis of social identity include social categorization, identification, comparison, all aiming to positive group distinctiveness.

Social categorization, defined in terms of "nouns that cut slices of the human group" (Allport, 1954), helps individuals to navigate the social world by distinguishing between ingroup and outgroup members (Tajfel & Turner, 1979). In this vein, categorization is a fast and efficient way of providing information about others, economizing social perception, and reduces uncertainty, by providing a clear set of expectations about others and the self (Turner et al., 1987). A series of experimental studies with the minimal group paradigm (Tajfel & Turner, 1979) showed that the mere act of categorizing people into groups was enough to lead to ingroup favouritism and outgroup derogation.

Social identification represents the internal, psychological criteria of a group existence that is distinct from the external attribution criteria (Tajfel, 1982). Social identification relies on three components: the cognitive component captures the awareness of membership; the evaluative component refers to the value attributed to one's membership; and the emotional component refers to the affective experience linked to one's group membership (Ellemers, Kortekaas, & Ouwerkerk, 1999). In this vein, social identification leads individuals to define themselves, at least to some degree, in terms of the social groups they belong to (Tajfel & Turner, 1986).

Individuals learn about themselves through social comparison with others (Festinger, 1954). In fact, sharing or comparing opinions and values provides individuals with a basic sense of understanding. Thus, social comparison processes are fundamental to understand who we are, what are our positive qualities, and we do this by exchanging feedbacks in the interactions with meaningful others.

In the context of ingroup-outgroup comparison the focus is on the enhancement of group positive distinctiveness (Tajfel, 1972), which is the main motivation for individuals to join social groups. Ingroup-outgroup comparison along meaningful dimensions allows group members to appreciate their own ingroup. This appreciation forms the basis for achieving, maintaining, and even enhancing group distinctiveness, which in turn augments individual self-esteem.

From a dichotomous ingroup-outgroup approach to social identity complexity

Even if scholars acknowledged that people have multiple group identities (e.g., Tajfel, 1978; see Deaux, 1996, for a review), most of research within the social identity approach has been conducted in the context of a dichotomous ingroup–outgroup categorization. An exception to this is represented by the works on crossed categorization (Deschamps, 1984). In evaluating others, the criss-crossing of two or more categorical dimensions (e.g. gender and age), compared to a single categorical dimension (e.g., gender), weakens category differentiation processes (females versus males; Tajfel, 1978), eliciting the shift to a more individuated mode of perception (decategorization).

This evidence gave rise to a greater amount of research on the role of multiple categorization (for a review, see Crisp & Hewstone, 2007), not only in the perception of others, but also of the self. In this regard, Roccas and Brewer (2002) illustrate social identity complexity as the way in which individuals subjectively combine their numerous ingroup identities to form more or less complex cognitive representations of their multiple memberships. The authors specify four alternative forms of identity structure that reflect different ways in which the relationships among multiple ingroups can be subjectively represented. Intersection represents a relatively simplified identity structure, in which individuals define their primary social identity in terms of the compound combination of multiple categories. Dominance arises when individuals adopt one primary group identification to which all other group identities are subordinated. Compartmentalization represents the condition in which more than one group identity is important for individuals depending on the context. Merger is the most inclusive structure of social identity, that is the configuration of individuals' combined group

identifications. In this vein, being high in social identity complexity is contingent on (a) awareness of individuals' multiple group memberships and (b) recognition that these multiple categories do not always converge (Roccas & Brewer, 2002).

Integrating personal and social identity

In recent years (Vignoles, Schwartz, & Luyckx, 2011), there have been various attempts to integrate personal and social identities, such as the optimal distinctiveness theory (Brewer, 1991), the integration model (Reid & Deaux, 1996), and the theory of identity fusion (Swann & Buhrmester, 2015). Overall, these contributions suggest that individuals can rely more on personal or social identity according to contextual and motivational demands.

Recently, Crocetti, Prati, and Rubini (in press) discussed communalities between personal and social identity processes. More specifically, personal identity commitment and social identification with groups have similar roots in the individual need to be meaningfully connected to the world (Albarello, Crocetti, & Rubini, 2017; Bosma, 1985). For instance, choosing a profession means being committed to a certain type of job and becoming a member of a professional group (Crocetti, Avanzi, Hawk, Fraccaroli, & Meeus, 2014). Further communalities between personal and social identity processes can be found by considering personal identity exploration processes, such as in-depth exploration and reconsideration of commitment, and social processes, such as social comparison and group distinctiveness. In fact, both in-depth exploration of current commitments as well as consideration of alternatives imply processes of social comparison at the interpersonal level and at the intergroup level. Social comparison is necessary in order to share personal experiences and feelings about current commitments, thus obtaining feedback from one's interlocutors in terms of possible alternatives to current choices (Crocetti & Rubini, 2017). These processes can be active when positive ingroup distinctiveness is threatened. It may be the case that group members start to perceive the outgroup as more appealing: if group boundaries are seen as permeable, they can move to another group (social mobility strategy), while if boundaries are less permeable, they can implement strategies of collective social change (Ellemers, Spears, & Doosje, 2002; Tajfel & Turner, 1979).

Concluding, Crocetti, Prati, and Rubini (in press) proposed that the integration of personal and social identity is made by the self in an incessant effort to adapt to the multiple demands of the social contexts with which individuals interact.

Teaching methods and tasks for students

Teaching methods:
- Introductory discussion. In the introductory discussion students are invited to consider their views and personal experiences related to different facets of identity. This activity facilitates reciprocal knowledge and team building.
- Lectures. The theoretical contents of the syllabus, together with exemplifications of method used to study personal and social identity, are given by teachers as oral and slides' presentations in the class. Students are invited to actively participate in the lectures by asking questions, reflecting on contents explained by the teachers, suggesting ideas and comments, etc.
- Interactive discussions. An interactive discussion is organized along the outcomes of the task assigned to students, as detailed below.

Tasks for students:
- Group task "Generating examples of identity statuses and identity transitions". Students are asked to form five groups. In each group, students have to first generate examples, based on their own experience, corresponding to different identity statuses (achievement, foreclosure, moratorium, searching moratorium, and diffusion). Second, they are asked to provide examples, also based on their own experience, of identity stability (i.e., remaining in the same identity

status over time), identity progressions (i.e., transition toward a more mature identity status) and identity regressions (i.e., transition toward a less mature identity status).

- Group task: "Generating examples of social identity complexity". In the same group format described above, students are asked to reflect on the multiple social identifications they might have and on how they are organized, in order to generate examples, based on their own experience, of various degrees of social identity complexity.

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MODULE 2. FACTORS THAT SHAPE YOUTH IDENTITY: STRUCTURAL AND DEVELOPMENTAL PERSPECTIVES

Socio-economic and political dynamics in Europe related to youth identities

Vida Česnuitytė, Oana Negru-Subtirica, & Bogdan Glăvan

Learning outcomes

After this unit the students will (be able to):
- know key socio-economic and political factors that influence youth identity formation;
- understand different theoretical approaches on various socio-economic and political contexts influencing youth identity formation in Europe;
- critically analyze and explain research findings on youth identity formation and identity-related constraints in the diverse contexts.

Brief literature review

Historical aspect of identify

Perceptions and expressions of identities are changing together with the organization and structure of the society. Identity in pre-modernity, early modernity, and post-modernity differs (Bauman, 2000). A "dual", and "solid" nature of pre-modernity and early modernity predicted formation of individual identities according to the norms and values constructed by the society. Identity was associated with the so-called "normal" or, in contrast, "abnormal" way of life: individuals who behaved according to societal norms and values were identified with the former part of society, otherwise they were assigned to the latter part.

The post-modernity is associated with "liquid modernity", and it is typically characterized as constant mobility and change in personal relationships; moreover, individuals are free from traditional roles in various social contexts such as family, labour market, etc. Nowadays, the process of individual identity formation is enmeshed with the development of information and communication technologies, globalization, and mass migration; identity is constructed through personal choices and tastes (Bauman, 2004).

In late-modern societies, due to social and economic changes, the transition from adolescence to adulthood is more prolonged and diversified and youth are encouraged to create their identities on their own (Côté & Bynner, 2008). Furthermore, as societal institutions such as religion have a decreasing influence on youth, the process of identity development is increasingly individualized (Klimstra, Lyuckx, & Meeus, 2013), young people personally explore and choose for themselves what commitments they want to follow and when in their lives (Duriez, Luyckx, Soenens, & Berzinsky, 2012).

Spatial aspect of identity

Geographical location is highly influential to identity formation. First of all, identity depends on residence place – whether it is urban or rural location (Bauman, 2014). The main reasons of such dependence concerns high variation of choices of the life-styles in urban locations, though, much less choices individuals have in rural and small-cities' environments with greater social control, lower possibilities for experiences, etc.

In liquid-modern world, identity formation is predicted by the local culture from one side, and seduction to follow new ways of life from another side (Bauman, 2011, 18-31). That is, individuals' identities and behaviours in everyday life are shaped by the social peculiarities inherent to particular region, though europeanisation dynamics, powers of globalization, migration, and the intermingling of populations force changes of identity (Bauman, 2011, 32-50). Racial and ethnic groups, national membership, nationalism and patriotism, conscious and unconscious historical memory and homeland identity, religious differences impacted by "moral panic" in the context of mass migration and movement of refugees lead to transnational identity (Bauman, 2016).

The problem faced by young European migrants is the adaptation of their own identity to the new culture, as they will have to adapt their own values to the hosting country. Regarding this issue, Szabo and Ward (2015) investigated identity development during cultural transitions and tried to depict the possible mechanisms that can lead to a positive immigrant identity. The study results suggested that some identity styles are associated with more positive identity outcomes than others and that identity commitments have a central role in identity development during cultural adaptation. For example, immigrants who use the analytical informational identity strategy have a stronger commitment to the host society, lower levels of perceived conflict over the cultural and ethnic aspects of identity, and higher levels of self-esteem and self-concept clarity (Szabo & Ward, 2015). Furthermore, this identity style could facilitate the reconstruction of immigrants' social identities and buffer the negative consequence of acculturative stress (Schwartz, Montgomery, & Briones, 2006).

Social and economic aspects of identify

Identity is influenced by social-economic inequalities that are inherited by youth, and visible via capitals owned by individuals (Bourdieu, 1998, 257-317), as well as commonalities and differences in culture of consumption (Bauman, 2005; Lury, 2011). Though an achieved identity is associated with benefits, the process is not free of problems, as youth face changes in labor market dynamics, marginalization, migration, and cultural transitions. As young people strive to find meaningful work, they are confronted with challenges that are specific to this era. For instance, young people are especially vulnerable to poverty compared with other age groups (Aassve, Iacovou, & Mencarini, 2006) and are also more exposed to problems regarding housing (Rugg, 1999), mental health (Shucksmithe & Spratt, 2002), crimes, and incarceration (Hansen, 2003).

O'Reilly and co-authors (2015) found five key socio-economic influences on youth development: increased labor market flexibility, an expansion of higher education, youth migration, and family legacies of long-term unemployment. One of the consequences of labor market flexibility is the increase of youth's insecurity in employment and income that can hinder the financial and residential independence. In the end, this can impair long-term commitments such as family formation and lead to subjective insecurities (Chung & Oorschot, 2011). The high levels of youth unemployment in many European countries put a lot of pressure on youth and make vocational exploration outside their initial educational background a necessity. To actively tackle this problem, EU policies are aimed to facilitate the transition to the labor market by means of educational and social investments. These investments include: job search assistance, trainings, subvention for temporary hiring, direct job creation, and start-up support (O'Reilly et al., 2015).

Work migration of youth forced by education, skill, and qualification mismatch influence the development of identity formation (O'Reilly et al., 2015). The imbalance between the education and skills of youth and the requirements of employers is associated with wage penalties, lower levels of job satisfaction (McGuinness & Sloane, 2011), lower levels of career progression and cognitive decline (De Grip, Bosma, Willems, & van Boxtel, 2008). In order to reduce this mismatch, EU policies encourage labor mobility within the EU (European Commission, 2010c; Kahanec & Zimmermann, 2010). Although intra-EU mobility might reduce the unemployment rates and offer more opportunities for the European youth, this might also lead to even more insecurity for the migrants that could end up accepting short-term flexible contracts or jobs for which they are overqualified (Kahanec & Zimmermann, 2015).

Family legacies of long-term unemployment refer to the intergenerational correlation in unemployment (O'Reilly et al., 2015). Parents can influence the opportunities of their children through the transmission of resources and cultural capital (Warmuth, Kittel, Steiber, & Mühlböck, 2014). As such, parents' unemployment can affect the employability of their children. The persistence of this phenomenon could be due to: parental education and income, where the family lives and the economy situation in the region (Ekhaugen, 2009), youths' expectations and aspirations regarding work (Giraldo & Trivellato, 2006), and their patterns of leaving home (Newman, 2012). For instance, in countries from the former communist bloc (e.g., Poland, Romania), university students are enrolled in full-time programs,

not employed during their studies, and financially supported by their families (European Commission, Economic Policy Committee, Quality of Public Finances and the Directorate-General for Economic and Financial Affairs, 2010). This phenomenon can affect the course and resources young people can benefit from in their transitions to economic independence and adulthood, and this in turn could impact their sense of recognition and well-being, their values, aspiration, and attitudes (O'Reilly et al., 2015).

Teaching methods and tasks for students

Teaching methods:
- Introductory discussion. It is a "soft start" of the syllabus that includes introductory interactive discussion based on students' personal experiences related to identity. It also serves as "getting to know each other", team building, etc.
- Lectures. The theoretical materials of the syllabus are given by teachers as oral and slides' presentations in the class. It is, mainly, one–way communication when teacher gives a lecture, and students are listening. However, for more lively knowledge internalization, it is suggested that students may actively participate also: ask questions, reflect on statements given by teacher, suggest ideas and comments, etc.
- Interactive discussions are based on a group task – observation or interview – project.

Tasks for students:
- Group task – project. The students have to divide into two groups. Task for each group follows below. Based on the task (observation or interview) results, each group prepares and gives in the class presentation consisting of approximately 10 slides. The presentation must integrate theoretical approaches explaining identify formation of the selected social group, and illustrative examples from the conducted task plus social statistics or survey results, mass media or other sources.
- Task for Group 1 – observation. Students are obligated to accomplish an observation of cases in real life related to theories studied in the class. Objects of observation may include people of different age, gender, ethnicity, or at different positions. Subject of observation: behaviours, language usage in conversation, dressing styles, or etc. Place of observation: institution, organization, enterprise, also, spaces of consumption (grocery stores, street markets, bars, etc.). Observation method may be used as participant (observer participates) or non-participant (observer does not participate), informed (observation object is informed about observation) or incognito (observation object is not informed about observation). The reflections on observation results must be presented in the next class by description and comparison of at least 3 different cases. When available, reflections may include visual illustrations.
- Task for Group 2 – interview. Students have to interview at least two young persons (friends, relatives, strangers etc.) about how they perceive the influence of socio-economic and political factors in the development of their own identity. The format of the interview is semi-structured and the content includes the factors mentioned in this syllabus. The reflections on interview results must be presented in the next class by description and comparison of at least 2 different cases. When available, reflections may include visual illustrations.

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Psycho-social influences: school, peers, media and family contexts of youth identity formation

Cyrille Perchec & Lyda Lannegrand-Willems

Learning outcomes

After this unit the students will (be able to):
- Understand psycho-social influences on identity formation focusing on proximal developmental contexts;
- Critically analyse and explain empirical research findings related to the role of proximal contexts on youth identity formation;
- Identify identity-related strengths and difficulties in interactions of adolescents and emerging adults with proximal contexts.

Brief literature review

Importance of an ecological perspective in studying youth identity formation

Identity formation is included in the socialization process. Studying identity formation involves "a developmental social psychology of identity" (Adams & Marshall, 1996, p. 429). In line with the ecological perspective of Bronfenbrenner (Bronfenbrenner & Morris, 2006), we should consider the main relevant proximal and relational contexts for identity development in adolescence: school, peers, media, and family contexts.

Illustration of each proximal context in identity development

School: a proximal context considered in macro and micro perspectives

School represents a main context for development and for identity development in particular. The investigation of its role has been underlined by many researchers (i.e., Goossens & Phinney, 1996). A main question is how to examine the school context. School system may be considered according to its structural characteristics: the organization of schooling, the stratification (i.e., differentiation within educational levels), and the transition points of educational trajectories, and viewed as "transition spaces" (Tikkanen, Bledowski, & Felczak, 2015). These different levels of analysis were taken into account, generally separately, to study their role in identity.

Concerning the differentiation within general types of secondary school, school context may be considered with regard to the students' socioeconomic background (low, middle, and high). For instance, in the French school context, in which this kind of differentiation is very strong, it was shown that the student's identity status depended on the school type (Lannegrand-Willems & Bosma, 2006). School context may be also studied by taking into account private vs. state school. In a national school context in which this kind of differentiation is typical, as in the Uunited Kingdom, while examining identity in private vs. state school by controlling pupils' gender, age and family background, significant differences in pupils' identity statuses were shown (Roker & Banks, 1993).

Considering the stratification of the school, scholars compared pupils who were at a similar age and attended different types of schools. In a sample of Polish pupils (mean age between 17 and 18 years) who belonged to general upper secondary school, technical secondary school or vocational school, it was shown that those in general upper secondary school (generally those who prospect to continue higher education for several years) were more in the moratorium status (as a sign of an identity crisis) than the two others groups, who were more in the foreclosure and achievement statuses for the technical secondary school, and more in diffusion and achievement for the vocational school (Piotrowski, 2013). This kind of study demonstrates that the type of school constitutes a social context of identity development.

We may also consider the educational transitions pupils are facing (i.e., from junior to senior high school) and their role in identity. These institutional transitions provide both social expectations and opportunities for individuals to think about their possible choices. For example, in a study examining three identity domains (education, occupation, and family) at different time points of secondary school and high school, it was shown that exploration and commitment increased in education and occupation domains when pupils were facing the educational transitions compared to pupils who were distant from transitions (Kalakoski & Nurmi, 1998).

In a micro perspective, school context constitutes a social context of development in which peers matter. Social school context has been particularly examined according to the ethnic composition of adolescent's school, and the relationships with ethnic identity. For example, adolescents in a school with non-predominantly same-ethnic peers reported the highest levels of ethnic identity (Umaña-Taylor, 2004). Additionally, in a similar social context of peers, adolescents who had a greater proportion of same-ethnic friends reported a greater importance of ethnicity in their identity (Douglass Mirpuri, & Yip, 2017). Peers and friends diversity may have joint effects in ethnic identity development.

Diversity of peer relationships and their characteristics

The role and the significance of peers increase from adolescence to emerging adulthood. Peer relationships can be considered according to two levels: at the dyadic level, youth have relationships with intimate friends that are voluntary and based on cooperation and trust; they may be also involved in romantic relationships. At the group-level, they have interactions with a whole group of age mates. Literature has considered the characteristics of the peer relationships at these two levels, i.e., friendship quality at the dyadic level with the best friend (such as support, security, closeness, intimacy, or the lack of conflict), and interactions at the group-level, and their relations with youth identity development. Findings in different studies showed significant links between quality of peer relationships and identity in adolescence and emerging adulthood. For instance, at the dyadic level of analysis, college students who reported active identity exploration and openness also reported high best friend quality relationships (Doumen et al., 2012). Considering the characteristics of friendship, it was shown that support within friendship was positively related to achievement and negatively to diffusion, and conflict was positively related to diffusion and moratorium (Jones, Vaterlaus, Jackson, & Morril, 2014). At the peer-group level analysis, another study found that high-school adolescents who reported a high feeling of loneliness related to peers also reported a high ruminative exploration (Cicognani, Klimstra, & Goossens, 2014). Future research should take into account both friendship and peer relationships in adolescence in order to better understand the diversity of socialization experiences and their interactions in identity development.

Social media as a new context for identity formation

Saying that most today's adolescents and emerging adults spend a lot of time on the online social networks has become a truism. As individuals spend an increasing amount of time on social media during adolescence and emerging adulthood, social media have become an increasingly important proximal context in youth everyday life. A large part of the studies on social media use in adolescence and emerging adulthood focuses on negative effects of a high time spent online, especially in reference to problematic use and/or addiction concerns (e.g., Vernon, Barber, & Modecki, 2015). Breaking with this approach, developmental psychologists working on identity consider online social media as a context which give new opportunities for identity explorations, self-presentations, and social experimentations including social feedbacks from peers (Wängqvist & Frisén, 2016). For instance, some aspects of identity that are constrained in offline contexts may be expressed and explored online (e.g., adolescents who experience difficulties in face-to-face interactions can benefit from larger opportunities to explore identity in online contexts).

According to Wängqvist and Frisén (2016), researchers working on identity online have mainly focused on identity expressions rather than identity development, claiming that there is a gap between research about identity development and research about identity online. In their critical review of the literature, they conclude that "research on identity development may further the understanding of adolescents' online activities and that research on identity development needs to include online contexts to see the whole story of identity development for adolescents today" (p.139). Thus, understanding the role of online contexts for identity development represents an important emerging research area.

Family processes and youth identity formation

Family "is not a neutral environment in which identity development takes place. In contrast, it deeply affects the individual process […] that leads to the development of one's identity" (Scabini & Manzi, 2011, p. 573). Many researchers conducted studies to understand the influences of the family context on identity formation, especially by intending to find how family can promote identity and how some family contexts may interfere or compromise specific identity processes. To get an overview of these issues, it is important (1) to focus on family processes related to identity formation, (2) to analyze the state of knowledge on the influences of parents and sibling on identity formation, and (3) to understand the reciprocal nature of influences between identity processes and family processes.

» **Understanding identity formation within the family: individuation and differentiation processes**

Autonomy is a core development task in adolescence. Becoming autonomous means above all "thinking, feeling, and making moral decisions that are truly your own, rather than following along with what others believe" (Steinberg, 1999, p.276). This autonomy process is strongly related to identity issues as it requires to explore the ways the adolescent can be a unique, competent, independent person who depends less on parents. In this domain, researchers generally consider two processes (Scabini & Manzi, 2011): individuation at the individual level (whereby adolescents begin to explore who they might become), and differentiation at the family system level (to what extent the family system allows the individuation process of its members). Differentiation is the process of "individuals and families freeing themselves from each other, but still remaining emotionally related." (Scabini & Manzi, 2011, p. 573). Thus, it is a dialectic process: adolescents have to progressively individuate from the family, but the family still should permit and support this ongoing process.

» **Influences of the family context on youth identity formation**

Some characteristics in relationships with parents and siblings may encourage or compromise identity formation. Concerning parents, we know that attachment can constitute a secure base for identity formation (e.g., Årseth, Kroger, Martinussen, & Marcia, 2009; Meeus, Oosterwegel, & Vollebergh, 2002). Maternal and paternal trust have also been found to be positively associated with identity (Crocetti, Schwartz, Fermani, Klimstra, & Meeus, 2012; Morsunbul, Crocetti, Cok, & Meeus, 2014). Contrastingly, some parental features, such as psychological control, seems to inhibit specific processes of identity formation (Crocetti, Rubini, & Meeus, 2008)in-depth exploration and reconsideration of commitment. A new tool, the Utrecht-Management of Identity Commitments Scale, was designed to assess these processes. Early and middle adolescents (N = 1952. Some authors suggest that adolescent identity could be a key to understand the associations between family relationships and problem behaviors, focusing on the potentially protective role of identity regarding substance use and other risk-taking behaviors in some family contexts (Crocetti, Meeus, Ritchie, Meca, & Schwartz, 2014). Less work has been published on the role of siblings in identity formation. Studies usually focus on structural aspects (e.g., order of birth in siblings) and/or functional aspects (e.g., quality

of relationships with siblings). For instance, Wong and colleagues (Wong, Branje, VanderValk, Hawk, & Meeus, 2010) analysed the role of siblings on identity formation in adolescence and emerging adulthood, showing that earlier-born siblings reported the most advanced levels of identity formation, and later-born siblings the lowest.

» **Understanding the complexity in links between identity processes and family context**

Trying to identify family influences on identity formation in adolescent or emerging adult, we should not lose sight of the fact that the family context is not static. In other words, the development of youth identity occurs in a family context that is developing itself. Considering the family as a changing, dynamic context has two major implications. First, all members in the family are challenged with identity issues which change across the life span and according to life events. Second, we have to consider the relations between family processes and identity processes as potentially reciprocal rather than unidirectional. In such a perspective, longitudinal studies are needed to understand the "reciprocal dynamic process by which relationships with family members shape and are shaped by adolescents' identity" (Crocetti et al., 2017, p. 210).

To go further: considering the interdependence between proximal contexts

Beyond the analysis of the role of each specific context (school, peers, media, family), we must keep in mind the interdependence between proximal contexts, for instance: role of peers in school context, interactions between peer and family characteristics. In such a perspective, it is relevant to rely on ecological perspectives that address the relations between microsystems or connections between contexts (e.g., Bronfenbrenner & Morris, 2006). This theoretical framework is particularly heuristic when considering interventions with youth facing identity-related challenges.

Teaching methods and tasks for students

Teaching methods: Series of short lectures alternated with short workshops + a final round table.
- Workshops (2 or 3): [Time 1] Students in small groups for a discussion on specificities and similarities between countries on one issue (e.g., school, family, social media use) following by formulation of hypotheses on the potential effects of the national particularities on identity. [Time 2] Feedback of each group with all students and discussion between groups regarding hypotheses that emerged.
- Final round table on interdependence between proximal contexts as a conclusion. Students are invited to find an example of interdependence between proximal contexts and discuss the ways it could be apprehended.

Tasks for students: before the unit
- How is school organized in your country? Prepare a short presentation of the school structural organization in your country (some short questions will help in doing this job: what the organization of schooling looks like in your country from beginning of school to university? What is the stratification (i.e., differentiation within educational levels) in secondary school? And what are the transition points (i.e., from primary to secondary school, from secondary education to higher education, from education to the labour market, transition between lower and upper secondary education)?
- What do families look like in your country? (a) Write down a small text on salient characteristics of family relationships in your country according to you. (b) Collect updated national statistics on family structures and their changes in your country.
- To what extent are young people connected to social networks in your country? Collect updated statistics on social media use in adolescents and young adults in your country.

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Individual influences: personality and identity in youth

Jan Cieciuch & Włodzimierz Strus

Learning outcomes

After this unit the students will (be able to):
- understand the personality underpinnings of identity formation;
- use the basic dimensions of personality (e.g. the Two Factor Model) to describe the individual differences in identity formation;
- identify the identity-relevant issues at various levels of personality.

Brief literature review

Shaping the individual identity of young people takes place in the social surroundings and is based on the personality-temperamental basis. In order to understand the relationship between personality and identity, the three-level model of personality proposed by McAdams (1995; McAdams & Pals, 2006) can be applied. According to this model, it is useful to differentiate three levels of personality: (1) dispositional traits, (2) characteristic adaptations, and (3) life history or narrative identity.

The three-level model of personality proposed by McAdams. According to McAdams (1995; McAdams & Pals, 2006) dispositional traits are located at the first level of personality. Dispositional traits are the most basic and enduring individual differences, partially grounded in biology and genetics. The Big Five model of personality traits (Goldberg, 1990; McCrae & Costa, 2003) is usually located at this level. This model differentiates five main personality traits: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Goldberg, 1990; McCrae & Costa, 2003).

The second level of personality contains characteristic adaptations arising from interactions between dispositional traits and the environment. At this level, some constructs describing identity formation (Crocetti, Sica, Schwart, Serafini, & Meeus, 2013; Topolewska & Cieciuch, 2017) can be located. These constructs can be seen as being built upon the basic dispositions in different social contexts, as influenced by many internal and external factors.

The third level of personality contains a life history—a narration about the self—that according to McAdams (1995) shapes the personal identity, and that is individual for each person and differentiates between him or her and all other people.

Two Factor Model of Personality. Over the past years, many research within the Big Five tradition led to the conclusion that there are two factors above the Big Five (called higher-order factors or metatraits) that can be treated as vary basic dimensions of personality, grounded biologically and replicated cross-culturally. They are usually named Alpha/Stability and Beta/Plasticity (DeYoung, 2006; DeYoung, Peterson, & Higgins, 2002; Digman, 1997) and form the Two Factor Model of personality (Cieciuch & Strus, 2017). The Two Factor Model does not invalidate more informative models, such as the Big Five. Rather it offers the broadest dimensions of personality that can be used for wide-ranging theoretical integration of many models (DeYoung, 2015; Saucier et al., 2014; Strus et. al., 2014; Strus & Cieciuch, 2017) including models describing individual differences in identity formation (Cieciuch & Topolewska, 2017; Topolewska, Cieciuch, 2017).

The terms stability and plasticity were popularized in personality psychology by DeYoung (2006) and were originally proposed by Grossberg (1980), who used them to describe the situation of artificial and biological learning systems tasked with learning new things without forgetting the old ones. Plasticity provides the ability to acquire new knowledge, but too much of it may result in so called catastrophic forgetting, or causing the loss of previous memories (Grossberg, 1980). Thus, stability prevents the learning system from these negative outcomes.

According to the Cybernetic Big Five Theory proposed by DeYoung (2015), stability and plasticity represent the broadest psychological properties of the personality as the cybernetic system. The

cybernetic function of stability (vs. instability) is the protection of goals, interpretations, and strategies from disruption by impulses, while that of plasticity (vs. rigidity) is exploration in terms of the creation of new goals, interpretations, and strategies. They both refer to whether an individual's goals, interpretations, and strategies are stable or unstable, plastic, or rigid in relation to entropy (chaos, the unknown, uncertainty, or unpredictability) as a fundamental problem for any cybernetic system. There are also some attempts in the literature to apply these two dimensions to describe identity formation (Cieciuch & Topolewska, 2017; Topolewska & Cieciuch, 2017) as stability and plasticity are to some extant analogous to the commitment and exploration categories proposed by Marcia (1966). Therefore these constructs can be used for describing both personality underpinnings of identity formation located at the first level of personality as differentiated by McAdams (1995) and individual differences in identity formation that is located at the second level of personality. The first possibility was expanded in the Circumplex of Personality Matatraits (Strus et al., 2014; Strus & Cieciuch, 2017) that is an extension of Two Factor Model of personality (Cieciuch & Strus, 2017) and the second possibility was developed in the Circumplex of Identity Formation Modes (Cieciuch & Topolewska, 2017; Topolewska & Cieciuch, 2017).

Circumplex of Personality Metatraits. The Circumplex of Personality Metatraits (CPM) proposed by Strus and colleagues (Strus et al., 2014; Strus & Cieciuch, 2017) continues the line of thinking in terms of broad personality dimensions, or higher-order factors of personality. The CPM is based on the idea of circular organization of metatraits, arranging Alpha/Stability and Beta/Plasticity as orthogonal axes within a circumplex structure. In addition, the CPM incorporates two other metatraits, i.e., Gamma/Integration and Delta/Self-Restraint, which derive from a combination of Alpha and Beta, and are located orthogonally to each other and in 45° rotation to the former. Moreover, the CPM assumes that the opposite poles of each metatrait exhibit some psychological meaning beyond simple opposition, defining the positive and negative poles of Alpha, Beta, Gamma, and Delta separately (Strus et al., 2014), with the negative ones being labeled Disinhibition, Passiveness, Disharmony, and Sensation Seeking, respectively.

According to Strus et al. (2014), the addition of another two metatraits to Alpha/Stability and Beta/Plasticity in conjunction with the assumption of a circumplex structure of metatraits enhances the integrative potential of the Two Factor Model, providing foundations for a truly comprehensive, wide-ranging theoretical synthesis. The CPM model can be treated as a kind of matrix accommodating various constructs and models of personality, temperament, emotion, motivation, well-being, psychopathology, and identity formation (Strus & Cieciuch, 2017). At the least, the CPM model facilitates, more readily than Two Factor Model, consistent theoretical integration of the trait (dispositional) approach to personality with those personality models that make use of dynamic and explanatory theoretical constructs, including the identity formation models.

Circumplex of Identity Formation Modes. The aim of the Circumplex of Identity Formation Modes CIFM (Cieciuch & Topolewska, 2017; Topolewska & Cieciuch, 2017) is to integrate various identity formation constructs developed within the Erikson-Marcia tradition. It also systematizes the personality underpinnings of identity development by taking advantage of higher-order personality factor models differentiated in Two Factor Model of personality and CPM (Cieciuch & Topolewska, 2017; Cieciuch & Strus, 2017; Strus & Cieciuch, 2017; Strus, Cieciuch & Rowiński, 2014; Topolewska, Cieciuch & Strus, 2017). In this model, the basic descriptive category is an identity formation mode defined as a manner of identity management which is typically implemented while dealing with identity-relevant issues. The CIFM distinguishes eight identity formation modes organized around two basic dimensions: Socialization vs Defiance and Exploration and Petrification which resemble the two basic metatraits from Two Factor Model, while also being similar to commitment and exploration differentiated by Marcia (1966), but are defined taking into account social changes which have occurred since Erikson's and Marcia's times.

To summarize, using Two Factor Model of personality, followed by CPM and CIFM, integrated with the three levels description of personality proposed by McAdams provides a sound basis for the comprehensive description of personality underpinnings of identity.

Teaching methods and tasks for students

Teaching methods:

- Introductory discussion. During the introductory discussion students present the lists of personality models that can be useful to explain identity formation and individual differences in this process identified in groups.
- Lectures. The presentation of the theoretical content of the syllabus is given with the emphasis on the three-level model of personality and the two factors model of personality as a basis for broad synthesis of personality underpinnings of identity formation. Students participate in the lectures by giving comments on the content and asking questions.
- Summary discussion. Teachers together with students try to locate all the models generated in the introductory discussion within the three-level model of personality and the two factors model of personality.

Tasks for students:

- Group assignment. Students are asked to form small groups and list personality models that they are familiar with that are relevant to the identity issues.
- Active participation in the interaction during the lectures and in the summary discussion.

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MODULE 3. PERSONAL AND SOCIAL OUTCOMES RELATED TO YOUTH IDENTITY FORMATION

Psycho-social adjustment: educational and vocational contexts, well-being

Oana Negru-Subtirica, Lavinia E. Damian, & Carina Matei

Learning outcomes

After this unit the students will (be able to):
- understand the main processes of identity formation in educational and vocational contexts;
- critically analyze psycho-social adjustment in terms of antecedents and outcomes of identity;
- explain empirical research on the formation of youth identities in the educational and vocational domains.

Brief literature review

Identity statuses and processes have been differentially linked to indicators of psycho-social adjustment throughout adolescence (Meeus, 2016). In this context, identity process models focus on depicting inter-individual and intra-individual differences in psycho-social adjustment, as a function or a correlate of different identity processes (Meeus, 2011). We will focus on two categories of psycho-social indicators which are central to adolescent development: (a) educational and vocational adjustment and (b) well-being.

Educational and vocational adjustment

Longitudinal research indicated that educational identity commitment and in-depth exploration processes decrease, whereas reconsideration of identity commitment processes increase during one academic year (Pop, Negru-Subtirica, Crocetti, Opre, & Meeus, 2016). One major outcome of exploration processes is the development of stable yet flexible identities (Meeus, 2011). In this respect, the decline in exploration processes may reflect an external attribution system that favors externally-guided choices throughout schooling and hinders the internalization of educational commitments. Hence, it mitigates the development of individual choice and agency (Negru-Subtirica & Damian, in press). In the study of Pop and colleagues, academic achievement (i.e., students' GPA) positively predicted educational commitment and negatively predicted the reconsideration of educational commitments. Nevertheless, this relation was unidirectional, from academic achievement to educational identity processes; this indicates that in the Romanian context at least, academic success drives the formation of educational identity in adolescence. Additionally, a longitudinal study on Dutch adolescents indicated that strong educational commitments supported progress from one academic year to the next, while weak educational commitments were longitudinally linked to academic delays (Klimstra, Luyckx, Germeijs, Meeus, & Goossens, 2012). A study conducted on Belgian youth brought forward that students who made academic progress reported increased identification with commitment, while those with academic delays reported increased reevaluation of commitments (Luyckx, Goossens, Soenens, & Beyers, 2006).

Regarding vocational identity, results showed that identification with vocational commitments decreases whereas vocational commitment making remains stable in adolescents across the school year. In addition, vocational in-depth exploration declined, while vocational in-breadth exploration remained stable (Negru-Subtirica, Pop, & Crocetti, 2015). Reconsideration of vocational identity commitments increased whereas vocational self-doubt (i.e., the anxiety and uncertainty adolescents experience in the face of career decision-making) and career flexibility (i.e., openness to and readiness for future changes in occupational preferences and choices) increased during the school year. These findings indicate that adolescents question the correctness of their choices and lack resources to manage their

doubts (Negru-Subtirica & Damian, in press). Additionally, vocational identity was differentially linked to career adaptability (i.e., career concern, curiosity, control, and confidence) over time. More specifically, vocational commitment making positively predicted career concern, control, and confidence, while identification with vocational commitments was linked with increases in career curiosity. As for the reconsideration of vocational commitments, career flexibility predicted increases in career curiosity and confidence, while career self-doubt predicted decreases in career concern, control, and confidence.

Well-being

Youth's educational and vocational identity are not only closely longitudinally interrelated (Negru-Subțirică, Pop, & Crocetti, 2017), but their development is tailored by youth's experiences of success and failure in different school subjects (Pop et al., 2016). This is because academic achievement is one of the most important sources of information that the educational system provides, the most important instrument that youth can use in projecting their educational and vocational competencies (cf. Damian et al., 2016). As adolescence is a developmental period in which awareness of the high implications that academic performance has for their educational and vocational development, as well as life success in general (cf. Damian et al., 2016), adolescents may perceive a lot of pressure for high academic achievement which hinders their well-being. In turn, performing very well in school might result in developing perfectionistic evaluative concerns regarding performance (Damian, Stoeber, Negru-Subtirica, & Baban, 2016) which in turn may lead to increases in anxiety symptoms, which is an indicator of negative well-being (Damian, Negru-Subtirica, Stoeber, & Baban, 2016).

Karaś, Cieciuch, Negru, and Crocetti (2014) set out to capture how the three identity processes (i.e. commitment, in-depth exploration and reconsideration of commitment) relate with positive well-being (i.e. subjective, psychological, and social) from a cross-national perspective (Italy, Poland, and Romania). They investigated two identity domains (i.e., educational and vocational) relevant for two distinct groups of emerging adults (i.e., university students and young workers). The results emphasized the positive relationship between commitment and in-depth exploration, on the one hand and positive well-being, on the other hand. The study also shed light on the double facets of in-depth exploration, due to its relation to negative aspects of well-being (i.e., depression and anxiety). In short, continuous exploration without forming a commitment and reconsideration of commitment can result in decreased positive well-being. Moreover, these associations were consistent cross-nationally, in the South-Eastern European youth samples and in both students and workers. A slight difference was identified in the association between commitment and positive well-being, with it being stronger in students than in young workers (Karaś et al., 2014). This can be explained based on the existing literature that shows a positive relationship between educational commitment and the multiple implications of identity (cf. Karaś et al., 2014).

Regarding the link between vocational identity and well-being, Hirschi's (2012) longitudinal person-centered study on Swiss adolescents pointed out that vocational identity statuses indicating identity clarity and commitment (i.e., achievement, foreclosure) were linked to an increase in life satisfaction, while vocational statuses saturated in identity crisis or exploration were linked to a decrease in life satisfaction over time.

Conclusion

In conclusion, a recurrent theme seems to emerge among European youth – a lack of exploration and commitment coupled with increased flexibility, reconsideration of commitment and self-doubt seem to impact vocational identity formation and positive well-being. Even so, the literature appears to also agree on the dual nature of flexibility and reconsideration of commitment. Specifically, in the long term, learning to use flexibility together with guided exploration seem to represent the pillars for better identity development and also nurture positive psycho-social adjustment.

Teaching methods and tasks for students

Teaching methods:
- Analyses of case studies on educational and vocational identity development in youth;
- Critical analyses of the results of empirical studies on psycho-social adjustment related to educational and vocational identity;
- Critical reflection on personal experiences of identity formation in the educational and vocational domains (written assignments);
- Collaborative and reciprocal learning through group assignments.

Tasks for students:
- Individual assignment: "Write a short essay reflecting on your educational and vocational identity. What does each form of identity mean to you? How do you see their relation from your own perspective?"
- Group assignment: "Find a role model whose educational and/ or vocational identity can be a positive example for how educational and/ or vocational identity develop in emerging adulthood. This role model can be a famous person, a member of your family, a friend, and so on. Based on the identity processes presented in the empirical papers, give examples for each identity process and think how these processes were inter-related in the educational/ vocational development of this person."
- Core question: Which are the positive implications of reconsideration of identity commitments for psycho-social adjustment in the educational and vocational domains? How can researchers and practitioners differentiate between the positive and negative implications of this identity process?

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Behavioural outcomes: civic engagement, radicalization

Lyda Lannegrand-Willems

Learning outcomes

After this unit the students will (be able to):
- Know the behavioural outcomes of youth identity formation;
- Critically analyze and explain empirical research findings related to the role of youth identity formation in positive and negative behavioural outcomes;
- Identify identity-related strengths and difficulties among diverse groups of youth in diverse socio-cultural contexts.

Brief literature review

Importance of behavioural outcomes for the living together, the socialisation process and for the inclusive societies

It is particularly relevant to point out the importance of the behavioural outcomes related to identity formation, such as the different forms of civic engagement, in order to question the socialisation process for the living together in inclusive and democratic societies (e.g., Flanagan & Christens, 2011). European Union currently aims to "encourage young people to be active citizens and participate in society in order to ensure that they have a say in the democratic processes that shape Europe's future" (European Commission, 2014). This issue constitutes a challenge for European Union while adolescence is a period when individuals both question and define their place in society and form their identity (Lannegrand-Willems & Barbot, 2015).

One issue consists in understanding how the sense of belonging to different levels of community, such as regional, national and European ones, is shaped. For example, a French study underlined that multifaceted social identities change from adolescence to emerging adulthood and that the combination and the integration of the different levels of community depend on the sociocultural groups (Félonneau, Lannegrand-Willems, Becker & Parant, 2013).

Another issue deals with the development of civic engagement and its relation to identity formation that is a major developmental task in adolescence. Civic engagement includes: political participation with conventional forms like being membership of a political party, and non-conventional forms like protests; civic participation (i.e., school-bases community service, membership of community organization, voluntary activities, etc.); and psychological engagement, such as paying attention to political or civic events (Amnå, 2012; Barrett & Zani, 2015). Identifying and studying various forms of civic engagement are important in adolescent and emerging adult periods because the formal types are less and less invested by young people (one talks about youth's disengagement, passivity, apathy) while other types of civic participation and psychological engagement may be highly invested by youth (i.e., Crocetti, Erentaitė, & Žukauskienė, 2014).

Identity and civic engagement

As underlined previously, civic engagement refers to a broad construct includes civic attitudes, knowledge, skills, and behaviours. We focus on the behavioural aspects of civic engagement that are political and civic participation, and their relationship with the development of youth identity. Empirical studies have shown robust relations between identity and various forms of civic engagement (e.g., Crocetti, Erentaitė, & Žukauskienė, 2014; Crocetti, Jahromi, & Meeus, 2012). In a longitudinal design study investigating the bi-directionality of the relationships between identity and civic engagement in adolescence, findings revealed stronger effects of identity on civic engagement than the reverse (Crocetti, Garckija, Gabrialavičiūtė, Vosylis, & Žukauskienė, 2014). Moreover, using a clustering approach, a study identified four distinct groups of adolescents about their involvement in political and community activities, and the group that was the most involved presented the most developed identities (Pancer,

Pratt, Hunsberger, & Alisat, 2007). Another one emphasized the diversity of forms of civic engagement in adolescence and emerging adulthood (comprising different profiles of formal and/or informal participation, a standby profile, a disengaged profile and a passivity and nonvoting profile) and revealed a specific pattern of passivity in civic engagement combined with problematic personal identity and rejection of social identity (Lannegrand-Willems, Chevrier, Perchec, & Carrizales, in press).

Identity, prosocial behaviours, problem behaviours and marginalization

Identity formation constitutes a core developmental task in adolescence and emerging adulthood for psychosocial adjustment and positive social outcomes. For example, it was shown that emerging adults characterized by an information-oriented identity style were likely to endorse prosocial behaviours such as helping, caring, etc. (Smits, Doumen, Luyckx, Duriez, & Goossens, 2011).

Conversely, empirical studies showed that troubles in identity formation are related to problem behaviours. Particularly, a diffused oriented style was associated with different problem behaviours, for instance with relational and physical aggression (Smits et al., 2011). In another study, juvenile delinquents, compared to clinically referred youth and to adolescents from the general population, were overrepresented in the diffusion status (Klimstra, Crocetti, Hale, Kolman, Fortanier, & Meeus, 2011). Furthermore, in an American sample, it was found that individuals in a carefree diffusion status were more likely to adopt externalizing behaviours and health-compromising behaviours, especially illicit drug use and impaired driving (Schwartz et al., 2011). Then identity diffusion, and particularly carefree diffusion from the Luyckx's dual-cycle model, seems to represent the most problematic identity formation status for social adjustment and for problem behaviours.

Another current issue concerns youth radicalization. It constitutes a major problem in several European countries that have been witnesses of dramatic terrorist attacks. In this respect, it has been suggested that identity formation processes can improve our theoretical understanding of mechanisms underlying youth radicalization (Meeus, 2015).

Considering the sociocultural contexts to study and understand behavioural outcomes

Studying political and civic participation (and the opposite behaviours like rejection and marginalization) should involve adopting an integrative model such as proposed by Barrett (2015), including: (a) a macro level of analysis (i.e., specificities of the country related to electoral, political and legal institutions, to its historical, economic, cultural and population characteristics, and to integration politics towards minorities and migrants); (b) a social level including the interactional contexts such as family, school, peers, and media; and (c) a psychological level (i.e., cognitive resources, personal motivations, social identifications, and perceptions of opportunities for participation vs. of barriers to participation).

Teaching methods and tasks for students

Teaching methods: Series of short lectures alternated with 2 short workshops + a final round table
- Workshops:
    1. Students in small groups
        - a discussion on specificities and similarities between countries on (a) civic engagement and (b) problem behaviours, marginalization and radicalization
        - formulation of hypotheses on the potential effects of the national particularities on behavioural outcomes
    2. Feedback of each group with all students and discussion between groups regarding hypotheses that emerged
        - Final round table on the interdependence between socio-cultural contexts, identity formation and behavioural outcomes: what specificities combining socio-cultural characteristics, identity formation and behavioural outcomes among diverse groups of youth could be highlighted in each country? Which questions could be relevant in each country?

Tasks for students: (before the unit)

- To what extent are young people involved in civic participation in your country? Try to collect in your country updated statistics on adolescents and young adults' civic participation.
- To what extent are young people involved in political participation in your country? Try to collect in your country updated statistics on adolescents and young adults' political participation.
- To what extent are young people involved in problem behaviours in your country? Try to collect in your country updated statistics on adolescents and young adults' problem behaviours (kind of problem behaviours among diverse groups of youth). Does your country know problems with youth radicalization? Try to collect some characteristics related to youth radicalization from your country and to see how your country faces to it.

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Symbolic outcomes: prejudice and stereotyping

Monica Rubini, Francesca Prati, & Flavia Albarello

Learning outcomes

After this unit the students will (be able to):
- know the psychological bases of the relation between identity and social discrimination;
- understand the theoretical models that propose different forms of social categorization and social identity;
- critically analyze interventions to reduce intergroup discrimination, stereotyping and prejudice.

Brief literature review

From social identity to intergroup discrimination

Individuals, to the end of achieving a positive self-image are motivated to establish positively valued differences between the ingroup and relevant outgroups. In this vein, striving for positively valued distinctiveness of one's own group leads individuals to discriminate outgroup members. Discrimination is the differential treatment of individuals, based on their membership of a particular group and it is the behavioral outcome of a biased evaluation.

Indeed, "prejudice is an antipathy based on a faulty and inflexible generalization, directed toward a group as a whole or toward an individual, as member of a specific group" (Allport, 1954, p.9). A stereotype tough can be defined as a generalized belief about the characteristics of a group, and stereotyping represents the process of attributing these characteristics to particular individuals only because of their membership in the group. Whereas prejudice involves a global negative evaluative response to a group and its members, stereotypes need not be overtly negative (e.g., the notion that African Americans are naturally athletic or that Asians are mathematically gifted). Overall, individuals have a tendency to distinguish human beings between ingroup and outgroup members, and invariably discriminate the second in favour of the first. Therefore, intergroup discrimination can be reduced by decreasing ingroup-outgroup distinction.

Multiple social categorizations of others and self

Social identities are not mutually exclusive. We can be, and often are, identified and we identify others according to a combination of group memberships: a young disabled actor, a gay Muslim father, a Black female engineer. Considering multiple memberships of others as well as of the self provides efficient ways to attenuate ingroup-outgroup distinction and consequent outgroup discrimination.

If in highly segmented societies, people are differentiated along one primary category such as ethnicity or religion (i.e., Hutu-Tutsi in Rwanda, Catholics-Protestants in Northern Ireland), usually individuals can be simultaneously evaluated on the basis of more than one category dimension (i.e., Catholic, English mother-tongue; the crossed-categorization paradigm, Deschamps & Doise, 1978). Considering two social categories leads to attenuate ingroup-outgroup distinction, because the differentiation on one category dimension works against the assimilation on the other category dimension and vice versa. Drawing from this weakening of category distinctiveness, crossed categorization involving an ingroup identity (between the perceiver and the perceived individual) should be judged positively, and bias should be therefore reduced. However, on the basis of the association of categories at stake (i.e., double outgroup), crossed-categorization model provides support also for an accentuation of intergroup discrimination (Crisp, Ensari, Hewstone, & Miller, 2002; Mullen, Migdal, & Hewstone, 2001).

Nevertheless, individuals are cognitively able to use two cross-cutting dimensions of social categorization under normal processing conditions (Vanbeselaere, 1987). As the number of cross-cutting categorization dimensions increases, the functionality of focusing on any one of those dimensions decreases, reducing category differentiation. Indeed, judgments towards an outgroup target in

multiple (i.e., young, Italian, immigrant, female, Muslim, engineer) vs. simple (immigrant) categorization conditions leads to a shift from categorization to individualization and consequent outgroup prejudice reduction (multiple categorization, Crisp et al. 2001; Crisp & Hewstone, 2007; Hall & Crisp, 2005; Prati, Crisp, Meleady & Rubini, 2016). Similarly, training children to classify people in multiple different groups (i.e., mum is a cook, sporty person) leads to reduction of gender stereotyping (Bigler & Liben, 1992).

Tough, it is not just the number of categories simultaneously considered but also the level of their inconsistency that triggers a systematic reassessment of the functional relevance of social categorization. The surprising, non-normative combination of two equally salient constituent categories (e.g., female mechanic; Oxford-educated bricklayers), by challenging stereotypical inconsistency, inhibits the use of social stereotypes and thus consequent prejudiced judgments (counter-stereotypic categorization; Hutter & Crisp, 2005; Hastie et al., 1990; Kunda et al., 1990; Prati, Vasiljevic, Crisp & Rubini, 2015). However, individualization and stereotypic inconsistency resolution are cognitively depleting processes (Hutter & Crisp, 2005). For this reason, people tend to use categories at early stages of impression formation and only when they perceive too many or conflicting category combinations there appears to be a shift to a more individuated and generative mode of thought (Hutter, Crisp, Humphreys, Waters, & Moffitt, 2009).

Switching from multiple categorization of others to multiple categorization of the self, a first attempt to change the nature of categorical representation from the ingroup-outgroup distinction to a more inclusive 'we', is by triggering intergroup similarities or promoting intergroup cooperation (the common ingroup identity model; Gaertner, Mann, Murrell, & Dovidio, 1989). This form of self re-categorization reduces outgroup discrimination by increasing the attractiveness of former outgroup members, once they are included within a superordinate category. Nevertheless, in some cases (i.e., intergroup conflict, high ingroup identification), emphasizing intergroup commonalities may exacerbate negative intergroup relations and deprive individuals of valued social categories. Therefore, a potential way to avoid such danger is represented by a complex form of common ingroup identity, involving the simultaneous identification with nested subgroups and common super-ordinate membership (the dual identity model; Gaertner et al., 2000).

However, individuals may simultaneously identify not just at sub-ordinate and super-ordinate levels (e.g., Italian and European), but also with multiple groups at the same intermediate level of categorization (e.g., Italian, female, psychologist). In this regard, individuals subjectively combine their numerous ingroup identities to form more or less complex cognitive representations of their multiple memberships (the social identity complexity; Roccas & Brewer, 2002). Being high in social identity complexity is contingent on awareness of individuals' multiple group memberships and recognition that these multiple categories do not always converge (e.g., not all psychologists are females, not all females are psychologists; Roccas & Brewer, 2002). Being high in social identity complexity leads individuals to be more tolerant for diversity (Prati, Moscatelli, Pratto & Rubini, 2016; Schmidt, Hewstone, Tausch, Cairns, & Hughes, 2009).

Another form of multiple categorization of the self is represented by biculturals, or those who belong to more than one group of the same social category. Bicultural individuals maintain their original sense of identity while sharing the identity of the host society (Nguyen & Benet-Martınez, 2010). Moreover, through the process of cultures integration, they gain a degree of enhanced cognitive flexibility and reduced intergroup prejudice. Therefore, being aware (social identity complexity, biculturals) of the multiple groups we simultaneously belong to affect our perception of others, in particular attenuating outgroup discrimination and thus ameliorating intergroup relationships.

Finally, one of the most efficient tool to decrease ingroup-outgroup distinction and thereby attenuate outgroup discrimination is increased positive contact with outgroup members (the contact hypothesis, Allport, 1954). It provides individuals with a larger amount of information on outgroup members, favouring the opportunity to build new and unbiased associations (Kawakami, Dovidio, Moll, Hermsen, & Russin, 2000) because the increase of perceived group variability undermines stereotyping and prejudice (Voci & Hewstone, 2003).

Teaching methods and tasks for students

Teaching methods:
- Lectures. The theoretical materials of the syllabus are given by teachers as oral and slides' presentations in the class. Students are encourage to actively participate by asking questions and reflecting on statements given by the teachers.
- Interactive discussions. After the group tasks, students report the results of the tasks and discuss them with the teachers.

Tasks for students:
- Individual on-line questionnaire. Students complete an online questionnaire on social identity complexity, identity formation stages and time perspective. After that, they ask other students to do the same in order to have a dataset to test the relation between these variables.
- Group project task. Students divided in small groups have to prepare the main goal and schedule of a specific intervention strategy to reduce intergroup prejudice in a specific context (school, work organization, hospital, neighbour) taking into account demographic variables (gender, age, education, status, political orientation, religious orientation).

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MODULE 4. IDENTIFYING RESOURCES FOR YOUTH IDENTITY DEVELOPMENT

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Learning outcomes

After this unit the students will (be able to):
- identify resources for adolescents' positive identity development;
- get a better understanding of how youth identity development occurs in an educational context.

Brief literature review

Developing resources for youth identity in formal educational settings

In the past decades the role of education in identity formation has been discussed (Davidson, 1996; Delpit, 1995; Erikson, 1968; Gee, 2000; Kaplan & Flum, 2009; McCaslin, 2004; Ogbu, 1987). Lannegrand-Willems & Bosma (2006) have emphasized the importance of adapting the school system to the students' needs, but also, at the same time, that one's identity involves the adaptation to the school context. These ideas support Baumeister and Muraven's (1996) conceptualization of a bi-directional relationship between the student and the educational context.

In the literature, the importance of setting the student's development of agency and capacities in exploring and forming one's identity is discussed as a central educational goal. Therefore, a conceptual model has been elaborated in order to promote student identity exploration within the school curriculum (Kaplan & Flum, 2014). By implementing such an approach, one can support the student's autonomy, competence, and relatedness in a manner, which further contributes to his/her adaptive motivation, learning, and development (Flum & Blustein, 2000; Flum & Kaplan, 2006; La Guardia, 2009). Kaplan & Flum (2014) argue that "when students explore their identity in relation to the academic material, their agency and motivation for exploring their identity involves critical and reflective engagement both with the academic material itself and with the meaning of the content to the self" (pp. 248-249). Moreover, the model proposed by Kaplan and Flum (2014) emphasizes the role of the cultural-educational community that supports the student's identity development. The conceptual model of Principles for Promoting Identity Exploration consists of four inter-related principles: (1) Triggering Exploration; (2) Scaffolding Exploration; (3) Facilitating a Sense of Safety and (4) Promoting Relevance. All of these principles should be applied simultaneously if one wishes to promote the student's engagement in identity exploration (Kaplan & Flum, 2014).

Moreover, as far as the school context and identity formation during adolescence are concerned (Erikson, 1968; Grotevant, 1987; Lannegrand-Willems & Bosma, 2006; Waterman, 1989), there is evidence in the literature supporting the idea that by exploring identity-related approaches in the classroom, students' academic engagement, motivation, and achievement increase (Eccles, Lord, & Buchanan, 1996; Eccles & Midgley, 1989). This is of importance for the educational system, especially because this developmental period is characterized by a decrease of involvement in the academic development (Faircloth, 2009). With this in mind, various teaching techniques were adapted in order to include the exploration of student's identity.

On one hand, there is literature on integrating identity related aspects in regular curriculum, such as during English classes (e.g. Faircloth, 2009; Sinai, Kaplan & Flum, 2012). The material that is typically in the school curriculum of an English class, can be adapted to this mind-set of making it relevant in the eye of the student (Faircloth, 2009). In this particular study, they put an accent on identity and also approached the cultural dimension in relation to the school curriculum. By combining these aspects, according to the author, a stronger connection is created between the student and the content that is studied. The students become more involved in the act of studying due to the impact of discussing one's culture (e.g. background, family) (Faircloth, 2009). For example, over the course

of the semester, the students were invited to participate, almost weekly, in written and discussion activities that involved connecting one's personal identity to the curriculum of their English course (Faircloth, 2009). Based on the existing literature on the manner in which one should develop and implement such an approach, they followed three main criteria: (1) The student is invited to explore existing connections between his or her life and perspectives beyond school; (2) A combination between school requirements and culture, and students' personal perspective (the "third space" that still allows the existence of school norms, but also the students' needs and views; Gutiérrez, 2008; Gutiérrez & Larson, 2007) was made, and (3) The school requirements, as far as the class's English activities (discussion, journaling, writing and reading) are concerned, were met (Faircloth, 2009). For example, when a particular novel was taught in the classroom, the students were invited to discuss and also write about similarities between the main character and themselves (e.g. how they made decisions when faced with important challenges in life and if it is similar or not to how the main character did it). A similar approach was implemented in a study by Sinai, Kaplan & Flum (2012), where the students were required to do school assignments based on the school-curriculum. These assignments were analyzed looking at potential identity exploration indicators (e.g. exploration triggers, sense of safety, exploration scaffolds).

A common element in these interventions is having the students'"voice" heard, either by discussing and connecting the existing school curriculum content to their lives (e.g. Faircloth, 2009, Sinai et al., 2012), or by inviting the students to have an active role in proposing their own topics in classroom and presenting them in the format that they personally find to best expresses themselves (Faircloth, 2012). This concept discussed by Fairbanks (2000) is called "kids' business" and it aims to bring the students closer to the school context, and offer the needed environment in order for them to be more motivated to engage in schoolwork (Faircloth, 2012).

On the other hand, there is literature on including identity-related aspects in various programs addressed to teachers. This type of program does not involve directly adapting the curriculum to identity related aspects, but more in developing teacher's abilities to approach these topics. An example of such program that has the potential to stimulate identity exploration in the school context is the "Tool kit" program (Opre, Buzgar, Dumulescu, Visu-Petra, Opre, Macavei, Buta, Pintea, 2016). Some of its modules support a reflexive approach to potential identity-related aspects in education. While the first module underlines the importance that education can have in the child's future; the second one addresses their parents' understanding of this aspect.

Finally, it is important to note that with such transformative approaches in the educational context, the teacher plays a very important role in the process. According to Harrell-Levy & Kerpelman (p. 76, 2010), they "can be purposeful co-constructors of adolescents' identities when they use a transformative pedagogical approach that involves fostering collaborative learning and empowering students to think creatively and critically". Therefore, they also need to be invested and involved all throughout the process of teaching, by being "identity agents" in the students' lives (Harrell-Levy et al., 2010).

Facilitating identity development through non-formal education

Positive youth development approach. Positive identity is characterized in terms of coherence, integration, and direction. A sense of coherence, integration, and direction is achieved by individual making life decisions. Positive identity development indicates self-structure becoming more and more elaborate, consistent, and united as a person goes through life (Eichas, Meca, Montgomery, & Kurtines, 2015). The self-structure that young people construct making life choices in positive youth development (PYD) is consistent with what Erikson (1968) called a sense of identity. Positive identity interventions strive to foster development of positive youth identity giving resources for self-transformation. Self-transformation involves more elaborate organization of the self (Eichas, Meca, Montgomery, & Kurtines, 2015). PYD interventions endorse self-discovery and self-construction by giving contextual resources for positive growth and identity related experiences (Eichas, Meca, Montgomery, & Kurtines, 2015).

4-H programs as PYD interventions. 4-H is a global network of youth organizations that provide empowering youth interventions and foster development of positive youth identity. The motto of 4-H global network is "head, heart, hands and health". 4-H organizations are established in more than 50 countries. The goal of 4-H organizations is to engage youth to reach their fullest possibilities through experiential learning programs. 4-H fairs and programs are based on PYD approach; they offer different activities such as agricultural and animal sciences, environmental protection, robotics, etc. They were also involved in doing project work and presenting their project work. The results indicated that participation in 4-H fair had a significant positive effect on youth levels of contribution, character, and caring (Arnold, Meinhold, Skubinna, Ashton, 2007). The county 4-H fair provide resources for participants' self-transformation (new organization of the self) and in such a way contribute to positive identity development.

According to Lerner & Lerner (2013), successful youth development programs like 4-H are focusing on three domains: 1) constructive and encouraging relationships between adults and youth; 2) projects that help to develop important life skills; 3) possibilities for youth to apply these skills in important community activities. Lerner & Lerner (2013) conducted longitudinal study and showed that young people's participation in 4-H programs helped them to achieve positive results. The findings indicated that those young people who were involved in 4-H programs were about 4 times more likely to contribute to society, 2 times more likely to be civically active, about 2 times more liekly to participate in Science Engineering and Computer Technology programs than their peers. In general those young people who participated in 4-H programs were about 2 times more likely to make healthier options than their peers. 4-H programs are examples of PYD interventions because they endorse self-discovery and self-construction by giving contextual resources for positive growth and identity related experiences.

Tolerant youth association (TYA) example. TYA is a voluntary based organization that works primarily on Human Rights issues in Lithuania. It does not have full time paid youth workers providing services. It is rather a grass-roots organization which unites young people who want to find peers to share ideas and take action with. Historically the organization was formed in early 2000's as a group of young people identitying themselves as lesbian, gay, bisexual, transgender (LGBT) and seeking safe space. The organization grew and it's main purpose has shifted greatly. However, LGBT youth (mostly late teens to emerging adults) still remains one of the prioritized groups the organization is working with and in favor of. Short reflection on the experiences of young people involved in TYA activities, and hot it relates to their identity formation, is provided in Annex 2.

Teaching methods and tasks for students

Teaching methods:
- Interactive lectures;
- Problem-oriented learning;
- Group discussions.

Tasks for students:
- Group assignment: each group of students needs to select resources to foster positive identity development.
- Group assignment: possible activity in a classroom context through the bio-poem method, which connects identity and poetry (Facing History and Ourselves, 2017). Studetns brainstorm and prepare poems about the issues related to their identities and subjective experiences (the process described online at https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry).

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MODULE 5. INTEGRATIVE METHODS FOR TEACHING ON YOUTH IDENTITY FORMATION

Ewa Topolewska-Siedzik, Maria Kłym-Guba, & Eglė Tamulionytė

The SIDE curriculum is not only a collection of theory-based lectures, but it also contains practical parts aimed at improving both, general understanding of identity as it is nowadays and identity-related issues characteristic for particular student. The main focus is put on expanding participants' self-awareness and knowledge of their inner world both through the content and the form of the course. Various methods facilitating experiencing and exploration are required in effective teaching. Multipronged introduction of the topic is especially important in the field of identity studies primarily due to two aspects. First is an existence of multiple identity theories, second refers to personal involvement of each person into the formation of his/her individual identity. The program assumes encouraging active participation with an individual level of commitment that will suit each participant. All individual creations (participant's own work results and materials prepared by them) that come out from the tasks prepared before the course and during the program are further integrated into the general program. Teaching methods and student tasks associated with each of the modules practice skills and consolidate detailed knowledge transmitted by particular teachers. Additionally, the SIDE course contains introductory workshop, main group task with video preparation and final evaluation session for students. Moreover, after each module there is a planned session based on World Café methodology. Those various teaching methods aim into knowledge integration and enable the use of accumulated knowledge in practice. Each of the used teaching methods is described below.

Learning outcomes of the introductory workshop

After this workshop the students will:
- be able to explain in general what identity is;
- be able to name and point out the most important elements of their own identity and get self-awareness in the field of identity;
- know what the subject and rules of the course are;
- know each other a little bit better;
- have and additional experience in teamwork.

The introductory workshop is the first point in the program. It makes a space for first discussion on the notion of identity, allows to break the ice, feel more confident and also enables students to know each other a little bit better. During the introductory workshop student will get the possibility to become acquainted with the concept of identity from the psychological perspective and weigh it against their own existing knowledge. The inherent part of the introductory workshop are the tasks prepared by students before the course. Through a series of tasks and exercises students have the opportunity to share their own understanding of identity and identify elements of their own identity with other participants. Such an introduction to the topic with the experimentation enables a better understanding of the identity importance in young people's life. Employed exercises are presented below.

Individual tasks before the course. Students are given two tasks before the actual start of a course. These tasks are:

Task no. 1 is to write down own understanding of what identity is, own reflections on how can identity be built and if there are any crucial identity-related areas of life. Further, the task includes writing down a list of as much associations with identity as possible.

Task no. 2 is to do an interview with a young person on her/his identity-related experiences. The form of the interview is unrestricted: it can be composed of closed specific questions connected to how interviewer understands the topic or it can be heading to identity narration fully guided by the respondent.

The interview can be summarized with the interviewer's reflections on what she/he has heard.

Warm-up. The workshop moderator asks participants to introduce themselves and say (or write down and then read) one thing about themselves she/he dares to give something beyond standard demographical information. The participant's task is to present her/himself with an information that enables others to get to know her/him and what is important for her/him. Participants' responses are used as starting points for discussion. The moderator runs introductory talk on possible answers to the question "Who am I?", she/he asks participants to give examples of how various people describe themselves, where do they look for the answers and how they find them.

Ice-breakers: "Bingo – Getting to Know Each Other", and "If I Could Have, I Would Have". Two kinds of ice-breakers are provided. The first one is a modification of a well-known board game Bingo. The participants wander around the room to obtain the "signatures" of people who have the facts listed on the bingo sheet. Once a person successfully obtains a full row (5 in a row), whether horizontally, vertically, or diagonally, he/she shouts "BINGO!" and wins. The second exercise consists in answering the questions associated with personal information that participants are ready to share with the group to know each other better. Each of the participants writes a sentence starter that could serve as a beginning of a short statement about themselves. Each person pulls a slip from a bowl, readsthe sentence starter, and then completes it. The ice-breakers along with warm-up task aims at relaxing the participants, breaking the distance inside the group and also between the participants and the moderator (who can also participate in the exercise), and stimulating the participants to further activity and reflection. The purpose is also to introduce the topic of identity and make participants aware how wide and important this issue is.

What the identity is for me? This task refers to before-course task no 1. At this stage of the workshop, the moderator asks the participants to present collected materials. Other participants initially are only listeners, but the moderator encourages them to get involved in commenting what they heard and to start the group discussion. The moderator points the participants' attention to the fact that different people choose different things as the most important when they talk about themselves, e.g., preferences, features, roles. She/he summarizes by saying that a lot of things can be important to a person and determine her/him and emphasizing that each of us is unique.

Let's make a map of our identity! The aim is to see and define different domains where identity could be described and formed. The material for this work comes from the group. Each of the participants gets three sheets of paper. The task is to write down three issues about themselves that are the most important for who they are. Next, participants stick their answers to the board in that way to group similar identity-related answers. When all answers are on the board, the moderator sums up the exercise at an active discussion with all students and tries to name obtained identity contents. The obtained maps of identity serves as a beginning of discussion on the different identity domains.

Identity in our countries. This task correspond to the homework made before the course as a task no 2. As a result of that task students have got interviews with people from their country on the topic of identity. During the group work in 5-person clusters participants from all the countries presents their work. It is important to have at least one participant from each country in every workshop group. Next, the aim is to compare the answers and find what similarities between countries are and what eventually is unique for each of the country. The aim is to show that (1) young people have similar answers for the question 'who am I', but (2) in some cultural regions some specific elements could be revealed. The moderator's task is to locate findings from this exercise in the broader knowledge gathered from the previous activities during introductory workshop.

Ending discussion. As a start of the discussion, the moderator makes a short lecture how identity is seen in psychology, highlights that there are some different ways of identity formation, each human being could have his/her individual way of thinking about his/herself and the crisis is something normative. After that, all participants discuss about how they see identity and how their impressions after the workshop activities are. The aim of the task is to make a soft end of the identity-related workshop and prepare participants for the lectures.

Learning outcomes of the World Cafe integrative sessions after each module

After these sessions the students will:
- be able to critically analyze knowledge concerning particular modules of curriculum;
- be more advanced in discussion as a way of knowledge building and interpersonal interactions.

The World Café is a way of discussion moderation that stimulates the gathering of knowledge by the use of an idea of collective intelligence. This method has seven main principles: set the context, create hospitable space, explore questions that matter, encourage everyone's contribution, connect diverse perspectives, listen together for patterns and insights and share collective discoveries. During the World Café session all participants are wandering between thematic tables. Each of the table has a moderator responsible for the topic. An important prop is a sheet of paper for particular tables. Next groups expand their knowledge taking into account materials developed by predecessors. During the intensive program the World Café is implemented after three modules: Module 1. The concepts of personal and social identity, Module 2. Factors that shape youth identity: structural and developmental perspectives and Module 3. Personal and social outcomes related to youth identity formation. The aim of the World Café during the SIDE course is to make some space for interaction between teachers and students. Interaction like that could serve for integration of knowledge gathered during each part of the particular module in an active way focused on interpersonal relations and taking into account the potential derived from the group work. It is especially important in the subject of identity, where individual foreknowledge of participants could influence the receipt of scientific information.

Final assignment in groups along with the video task

For their final assignment the students have to develop a research plan to study identity-related issues. They have to split in groups (from 5 to 7 people per group), formulate identity-related research questions, hypotheses, and identify possible methods to test these hypothesis. The students have to present their research plans that are graded to receive academic credits. The students are asked to present the outcomes of their research in two parts: (1) a video presentation on the problem they chose and (2) a research plan.

Aim. The video should illustrate the youth identity related research problem the group wants to analyze for their final assignment. The main objective of the video presentation is to communicate clear and accurate information about the intended research problem and its target group in an engaging manner for an audience of peers.

Form. Each student group works to design a research plan. While doing so they have to define a specific youth identity-related research problem and communicate it in a 2–4 minute video presentation. Filming from the research field, interviews, photos, texts, sounds, other videos (complying with the Law on Copyright) can be used for the video presentation.

Evaluation. The video presentation is evaluated on the basis of its accuracy, academic rigor, clarity on the topic – the problem chosen for research, and ability to engage the viewers. The video is not assessed on the basis of its technical merits.

A more detailed description of the final task for students is provided in Annex 3.

Learning outcomes of the feedback and evaluation session

After this session the students will:
- be able to critically analyze gathered information on different theoretical models of identity formation;
- be more advanced in discussion as a way of expressing his/her opinions;
- get an overview of knowledge and experiences gathered during the whole curriculum.

This part reviews the actual impact of the curriculum on identity-related awareness. It aims to compare students' knowledge and awareness from before and after participating in the program and to verify how it has changed. Drawing students' attention on this aspect can also reinforce the effects of the whole curriculum.

Review of the present knowledge. At the beginning each participant is asked to think about what identity is and to prepare some information and definitions made by her/himself. All work should be written down. In this part it is important to focus on present so that participants generate as many as possible ideas associated with program content.

Comparison. The aim of this part is to show the differences betweend the beginning and the end of the program. The materials from the introductory workshop are needed. We can ask participants to have them or the moderators could take all materials from the classes. First, each participant looks into their own work and try to find out what changed in her/his thinking about identity. Second, during group work students prepare a list of what new things they found out during the program.

Presentation of prepared materials. All groups present their work. The moderator's task is to listen and to sum up work of all groups.

Discussion. After the previous part of the feedback module moderator starts the disscusion. Discussion could containt question and issues as:

1. What did you learn from the whole curriculum? What have you found to be the most important in the program?
2. What is identity? Could we say there is one best structure and content of identity for all people? What is identity composed of?
3. How important is identity? What does it mean and what can happen when somebody does not know their own identity very well? What does strong identity mean?

Last feedback for the moderators. The moderator asks students about overall experiences and impressions on the whole curriculum. The evaluation could be conducted in a written or verbal form (see an example of students' feedback questionnaire in Annex 4 and teachers' feedback questionnaire in Annex 5). The aim is to share expieriences about the program, when all activities are completed and experiences are still fresh.

ANNEX 1. AN EXAMPLE OF THE SIDE CURRICULUM IMPLEMENTATION.
A DETAILED TIMETABLE OF THE INTERNATIONAL COURSE HELD AT BABEȘ-BOLYAI UNIVERSITY (CLUJ NAPOCA, ROMANIA) ON MARCH 5-17, 2018.

Intensive Program SIDE
Day by Day Plan
2018

Funded by the
Erasmus+ Programme
of the European Union

http://inside.mruni.eu

	I	II	III	IV	V	VI
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
5 March	**6 March**	**7 March**	**8 March**	**9 March**	**10 March**	**11 March**
Arrival	*9.00 - 10.30* **Opening ceremony**	*9.00 - 10.30* **Module 1**	*9.00 - 10.30* **Module 2.1**	*9.00 - 10.30* **Module 2.2**	*9.00 - 10.30* **Module 3.1**	*9.00 - 18.00*
	10.30 - 11.00 Break	*10.30 - 11.00* Break	*10.30 - 11.00* Break	*10.30 - 11.00* Break	*10.30 - 11.00* Break	*Applied identities: site visiting*
	11.00 - 12.30 **Introductory workshop**	*11.00 - 12.30* **Module 1**	*11.00 - 12.30* **Module 2.1**	*11.00 - 12.30* **Module 2.3**	*11.00 - 12.30* **Module 3.1**	
	12.30 - 13.30 Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	
	13.30 - 15.00 **Introductory workshop**	*13.30 - 15.00* **Module 1**	*13.30 - 15.00* **Module 2.2**	*13.30 - 15.00* **Module 2.3**	*13.30 - 15.00* **Module 3.2**	
	15.00 - 15.30 Break	*15.00 - 15.30* Break	*15.00 - 15.30* Break	*15.00 - 15.30* Break	*15.00 - 15.30* Break	
	15.30 - 17.00 **Sightseeing tour**	*15.30 - 17.00* World café	*15.30 - 17.00* **Module 2.2**	*15.30 - 17.00* Word cafe	*15.30 - 17.00* **Module 3.2**	
	17.00 - 18.00 *Sightseeing tour*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	
	Free evening	*Free evening*	*Free evening*	*Free evening*	*Cultural evening*	*Free evening*

VII	VIII	IX	X	XI	XII	
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
12 March	**13 March**	**14 March**	**15 March**	**16 March**	**17 March**	**18 March**
9.00 - 10.30 **Module 3.3**	*9.00 - 10.30* **Module 4**	*9.00 - 10.30*	*9.00 - 10.30*	*9.00 - 10.30*	*9.00 - 10.30* **Student presentations**	Departure
10.30 - 11.00 Break	*10.30 - 11.00* Break	*Preparation of the final project*	*Preparation of the final project*	*Preparation of the final project*	*10.30 - 11.00* Break	
11.00 - 12.30 **Module 3.3**	*11.00 - 12.30* **Module 4**				*11.00 - 12.30* **Student presentations**	
12.30 - 13.30 Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	*12.30 - 13.30* Lunch	
13.30 - 15.00 **Film screening**	*13.30 - 15.00* **Presentation of final assigment**	*13.30 - 15.00* *Preparation of the final project*	*13.30 - 15.00* *Preparation of the final project*	*13.30 - 15.00*	*13.30 - 15.00* **Evaluation session: students**	
15.00 - 15.30 Break	*15.00 - 15.30* Break/ forming groups			*Preparation of the final project*	*15.00 - 15.30* Break	
15.30 - 17.00 **World cafe**	*15.30 - 17.00* **Technical instruction for videos**	*16.00 - 17.00* **Group consultation: ideas**	*16.00 - 17.00* **Group consultation: video draft**		*15.30 - 17.00* **Evaluation session: teachers**	
17.00 - 18.00 *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	*17.00 - 18.00* *Consultation*	
Free evening	*Free evening*	*Free evening*	*Free evening*	*Free evening*	*Free evening*	

ANNEX 2. YOUTH ORGANIZATIONS AS IDENTITY RESOURCES FOR YOUNG PEOPLE: TOLERANT YOUTH ASSOCIATION (TYA) EXAMPLE

TYA has a reputation of uniting young people who seek to identify with non-heteronormative, LGBT friendly, and/or non-heterosexual community. This aspect ilustrates how taking part in a youth organization is related to identity formation. The following insights, developed by Eglė Tamulionytė from TYA, are based on qualitative data collected during the individual interviews with young people (16 to 33 years old). 9 people were interviewed in total. All of the interviewees were active members of TYA for more than a year, some were also taking part in activities of other non-governmental organizations (NGOs).

Identity formation through voluntary work. The interviewees supported the assumption that volunteering experience positively impacted their identity formation. Most of the interviewees were refering to their volunteering experiences within TYA as „helping to know oneself better" both in terms of personal identity (motivations, skills - both specific tasks related and personal, values, etc.), as well as cultural identity (sense of belonging to a group of queer/feminists/non-hetero/open-minded youth).

As regards the former, the situation of working together for common cause was mentioned as a crucial circumstance for identity formation process. First of all, working together was linked to opportunity to learn from colleagues that are often idealized (both as professionals and inspiring persons). Being exposed to work of more experienced colleagues and learning to do certain tasks can ad to associating oneself with specific professional skills and career choices, developing professional identity. Such situations occur when volunteer mentoring strategies are applied. A typical challenge here is learning to cope with failures and criticism. Some interviewees reported struggling with lower self esteem due to criticism of more experienced colleagues and peers and/or failing to achieve the expected results of their activities. The critical moment in handling such challenges is creating strong mission oriented bonds within the peer group so that the volunteers would feel that their participation is supported and bringing the team towards common goal despite individual setbacks. Learning about one's limits and surviving criticism and failure in relatively safe and supportive environment was seen by the interviewed as one of the most important steps towards developing integral identity. Conflict situations were also oftentimes mentioned as important in this process: devaluation of others being „not serious/determined/open-minded/educated enough" indicated the identification of the interviewee's perceived difference in response to the devalued aspect.

Voluntary work in an NGO team (cooperation or conflict) provides space for reflection on personal and professional identity which is more safe than elswhere: first, the quality of performance does not influence financial status of the person; secondly, in horizontaly organized peer-to-peer community it is safer to challenge the authorities and be challenged by authorities, to overcome the threat of criticism and failure.

Identity formation through resisting dominant social norms. Working together with others who share the same values is often a source of sense of belonging. Being accepted by peers who are similar, who share the same problems and worldviews, is often refered to as the main motivation to involve in NGO activities. Firstly the interviewees refer to entering a community which is very different in a positive way from their usual surroundings: "all accepting...of every facet of life, no matter your sexuality, your gender identity...". It is especially important for LGBT youth, who very often feel and are excluded (bullied, rejected by their peers and/or families, etc.) due to their supposed divergence from the social norms. Typically the interviewees reported already having had some traumatic identity related experiences and difficulties with self acceptance, feelings of despair and powerlessness before joining the NGO. Therefore they would be primarily looking for support from peers facing similar issues. By sharing problems with peers young people (1) cope with rejecting oneself as wrong and innapropriate and (2) start seeing themselves as a group of people who suffer from injustice.

The sense of injustice at this point can be turned from a very destructive to a constructive factor. When sharing intimate experiences and hard feelings young people can not only find comfort and relief, but also identify the 'common enemy', the reasons of these experiences. The ability to identify the structural reasons of individual experiences and the sense of injustice can rid oneself of self-blame and therefore help healing on individual level, receiving approval from the group. In addition, it can be empowering for the whole group, as the individual starts feeling motivated to associate more with the peer group („if there is so many of us, we cannot just be all abnormal – it is the norms that are wrong") and focus on finding common goals, including fighting common enemies. The most challenging point in this situation is to help keep the balance between resisting social norms and withdrawing from the mainstream society completely, leaving the person in conflict with other important part of their identity.

ANNEX 3. THE FINAL ASSIGNMENT FOR STUDENTS, USED DURING THE INTENSIVE PROGRAM SIDE

Final group assignment for students

The students will have to develop a research plan to study an identity-related research question(s). They will have to split in five groups (with each group consisting of five or six members), choose a specific identity-related topic, specify the theoretical background they refer to, formulate identity-related research question(s), hypothesis(-es), and identify possible methods to test the hypothesis(-es). The students will have to make a presentation of their work that will be graded to receive academic credits. The students will be asked to present the outcomes of their work in two parts: (1) a video presentation of the problem they have chosen to focus on, and (2) a power-point presentation of the research plan. Before making a presentation, the students will also be asked to submit their research plan in a written form (as a paper).

Requirements for the paper. The paper should present in detail a research plan developed by a group in response to a selected research problem. The paper should cover the following: area of interest, societal and scientific interests, literature review, research question(s), aim(s), hypothesis(-es), and methods. The literature review should systematically reveal the problem in focus, present its theoretical background, review existing empirical findings, and provide a rationale for the aim(s) and hypothesis(-es) of a planned study. The methodological part should present the design of the study that should be used to address the planned aims (participants, assessment tools, procedure of the study). The paper should follow general guidelines of academic writing and should be written in APA6 style. It should include a reference list at the end. It may also include tables or figures. The length of the paper is maximum 5 pages (Times New Roman, font 12, double-spaced).

Requirements for the power-point presentation. The presentation should provide a brief outline of the research plan developed by a group in response to a selected research problem. The presentation should have the same structure of the paper. The presentation should take 10 minutes. It can be delivered by any number of group representatives. After it, there would be 5 minutes for questions.

Requirements for the video. Each student group will work to design a research plan. While doing so they will have to define a specific research problem related to youth identity and communicate it in a 1 minute video presentation. Filming from the research field, interviews, photos, texts, sounds, other videos (complying with the Law on Copyright) can be used for the video presentation.

The video should illustrate an identity-related research problem that a group wants to analyze for their final assignment. The main objective of the video presentation is to communicate clear and accurate information about the intended research problem in an engaging manner.

Evaluation. The paper will be evaluated on its accuracy, scientific rigor, feasibility of the research plan, relevance of proposed methods for testing a hypothesis(-es) of the study, and relevance of the planned study to the scope of the SIDE program. The presentation will be evaluated on the basis of its accuracy, clarity, and ability to engage the viewers. The video will not be assessed on the basis of its technical merits (i.e., no extra points because the final product is visually impressive in a way that does not bear on effective communication), but on the basis of its clarity in highlighting a topic of study.

ANNEX 4. STUDENTS' FINAL FEEDBACK QUESTIONNAIRE, USED DURING THE INTENSIVE PROGRAM SIDE

We seek to find out your opinion about the quality of the IP SIDE, its strong points and its aspects that could be improved. The results of the questionnaire will be used to improve the quality of the program.

1. Were you satisfied with the IP SIDE in general?
    a) Very satisfied
    b) Satisfied
    c) Neither satisfied, nor dissatisfied
    d) Dissatisfied
    e) Very dissatisfied

2. How would you evaluate the level of difficulty of the IP SIDE?
    a) Much too easy
    b) Easy
    c) Exactly right
    d) Difficult
    e) Much too difficult

3. Would you recommend IP SIDE to a fellow student?
    Yes   No   I don't know

4. Please, evaluate the modules of the IP SIDE:

    Module 1. The concepts of personal and social identity: quality of content (topics)
    1 2 3 4 5
    Very bad   Very good

    Module 1. The concepts of personal and social identity: quality of teaching
    1 2 3 4 5
    Very bad   Very good

    Module 2.1. Socio-economic and political dynamics in Europe related to youth identities: quality of content (topics)
    1 2 3 4 5
    Very bad   Very good

    Module 2.1. Socio-economic and political dynamics in Europe related to youth identities: quality of teaching
    1 2 3 4 5
    Very bad   Very good

    Module 2.2. Psycho-social influences: school, peers, media and family contexts of youth identity formation: quality of content (topics)
    1 2 3 4 5
    Very bad   Very good

Module 2.2. Psycho-social influences: school, peers, media and family contexts of youth identity formation: quality of teaching

1 2 3 4 5

Very bad   Very good

Module 2.3. Individual influences: personality and identity in youth : quality of content (topics)

1 2 3 4 5

Very bad   Very good

Module 2.3. Individual influences: personality and identity in youth: quality of teaching

1 2 3 4 5

Very bad   Very good

Module 3.1. Psycho-social adjustment: educational and vocational contexts, well-being: quality of content (topics)

1 2 3 4 5

Very bad   Very good

Module 3.1. Psycho-social adjustment: educational and vocational contexts, well-being: quality of teaching

1 2 3 4 5

Very bad   Very good

Module 3.2. Behavioural outcomes: civic engagement, radicalization: quality of content (topics)

1 2 3 4 5

Very bad   Very good

Module 3.2. Behavioural outcomes: civic engagement, radicalization: quality of teaching

1 2 3 4 5

Very bad   Very good

Module 3.3. Symbolic outcomes: prejudice and stereotyping: quality of content (topics)

1 2 3 4 5

Very bad   Very good

Module 3.3. Symbolic outcomes: prejudice and stereotyping:: quality of teaching

1 2 3 4 5

Very bad   Very good

Module 4. Identifying resources for youth identity development: quality of content (topics)

1 2 3 4 5

Very bad   Very good

Module 4. Identifying resources for youth identity development: quality of teaching

1 2 3 4 5

Very bad   Very good

5. Please, evaluate other aspects of the IP SIDE:

The number of pre-course assignments was reasonable (readings and group assignment)
1   2   3   4   5
Strongly disagree   Strongly agree

Pre-course readings helped me to understand the course materials better
1   2   3   4   5
Strongly disagree   Strongly agree

Pre-course group assignment was useful during the course
1   2   3   4   5
Strongly disagree   Strongly agree

World café sessions helped me to integrate the materials of the course modules
1   2   3   4   5
Strongly disagree   Strongly agree

The final group assignment helped me to understand how issues related to youth identity development could be addressed
1   2   3   4   5
Strongly disagree   Strongly agree

The assessment criteria were clear to me
1   2   3   4   5
Strongly disagree   Strongly agree

The course materials in the Moodle environment were useful to me
1   2   3   4   5
Strongly disagree   Strongly agree

The topics of the IP SIDE were related to my studies at home institution
1   2   3   4   5
Strongly disagree   Strongly agree

6. Please, evaluate teachers in the IP SIDE:

The teachers answered our questions fully and carefully
1   2   3   4   5
Strongly disagree   Strongly agree

I felt understood by the teachers
1   2   3   4   5
Strongly disagree   Strongly agree

The teachers helped me to improve
1 2 3 4 5
Strongly disagree   Strongly agree

The teachers showed confidence in my ability to do well
1 2 3 4 5
Strongly disagree   Strongly agree

The teachers supported me
1 2 3 4 5
Strongly disagree   Strongly agree

The teachers were interested in students
1 2 3 4 5
Strongly disagree   Strongly agree

7. Please, evaluate the IP SIDE organization:

General organisation (room, location)
1 2 3 4 5
Very bad   Very good

Technical equipment
1 2 3 4 5
Very bad   Very good

Length of the IP SIDE
1 2 3 4 5
Very bad   Very good

Provision of information (about time, place, etc. Of the IP SIDE events)
1 2 3 4 5
Very bad   Very good

8. How did the IP SIDE contribute to your personal development?

Deepened the understanding of the subject matter
1 2 3 4 5
Not at all   Very much

I improved my English
1 2 3 4 5
Not at all   Very much

I gained knowledge about youth from different cultures

1   2   3   4   5

Not at all   Very much

I became more tolerant towards youth from minority groups

1   2   3   4   5

Not at all   Very much

I became more independent

1   2   3   4   5

Not at all   Very much

I have grown as a person

1   2   3   4   5

Not at all   Very much

My experience in the IP SIDE will be useful in my future career

1   2   3   4   5

Not at all   Very much

9.   Please, evaluate the skills and abilities you developed during the final group project:

Ability to formulate identity-related research questions

1   2   3   4   5

Not at all   Very much

Ability to formulate hypotheses

1   2   3   4   5

Not at all   Very much

Ability to identify methods to test hypotheses

1   2   3   4   5

Not at all   Very much

Academic writing skills

1   2   3   4   5

Not at all   Very much

10.   List three things you liked the best in the IP SIDE?

1._____

2._____

3._____

11. List three things you didn't like in the IP SIDE?

1._____

2._____

3._____

12. List three things you would suggest to change in the IP SIDE?

1._____

2._____

3._____

13. Other comments

1._____

2._____

3._____

Thank you very much for your cooperation!

ANNEX 5. TEACHERS' FINAL FEEDBACK QUESTIONNAIRE, USED DURING THE INTENSIVE PROGRAM SIDE

We seek to find out your opinion about the quality of the IP SIDE, its strong points and ways to improve it.

1. Were you satisfied with the IP SIDE in general?
   a) Very satisfied
   b) Satisfied
   c) Neither satisfied, nor dissatisfied
   d) Dissatisfied
   e) Very dissatisfied

2. Would you recommend the IP SIDE to a fellow teacher?
   Yes   No   I don't know

3. Please, evaluate your contribution to the IP SIDE:

   I successfully explained the goals and messages of my lecture(s) to the students
   1   2   3   4   5
   Strongly disagree   Strongly agree

   My lecture(s) were structured to assist students' learning
   1   2   3   4   5
   Strongly disagree   Strongly agree

   The strategies I used in class guide students to be independent learners
   1   2   3   4   5
   Strongly disagree   Strongly agree

   I was able to gain the students' interest in the topic(s)
   1   2   3   4   5
   Strongly disagree   Strongly agree

   The atmosphere in the class(es) facilitated students' interaction and learning
   1   2   3   4   5
   Strongly disagree   Strongly agree

   I was able to adequately prepare for the class(es)
   1   2   3   4   5
   Strongly disagree   Strongly agree

   The level of difficulty in my class(es) was appropriate for the students in the IP
   1   2   3   4   5
   Strongly disagree   Strongly agree

4. Please, evaluate students engagement in the IP SIDE:

Students actively participated in my lecture(s)
1   2   3   4   5
Strongly disagree   Strongly agree

Students asked a lot of questions during lecture(s)
1   2   3   4   5
Strongly disagree   Strongly agree

Students were attentive to my lecture(s)
1   2   3   4   5
Strongly disagree   Strongly agree

Students completed assignments
1   2   3   4   5
Strongly disagree   Strongly agree

5. Please, evaluate the IP SIDE organization:

General organization (room, location)
1   2   3   4   5
Very bad   Very good

Technical equipment
1   2   3   4   5
Very bad   Very good

Length of modules
1   2   3   4   5
Very bad   Very good

Provision of information (about time, place, etc. of the IP SIDE events)
1   2   3   4   5
Very bad   Very good

6. How did the IP SIDE contribute to your personal development?

Expanded identity-related knowledge
1   2   3   4   5
Not at all   Very much

Improved my English
1   2   3   4   5
Not at all   Very much

Developed teaching skills
1   2   3   4   5
Not at all   Very much

Gave confidence to work with youth from different cultural backgrounds

| 1 | 2 | 3 | 4 | 5 |

Not at all   Very much

Helped me grow as a person

| 1 | 2 | 3 | 4 | 5 |

Not at all   Very much

Improved my international cooperation with colleagues from other institutions

| 1 | 2 | 3 | 4 | 5 |

Not at all   Very much

My experience in the IP SIDE will be useful in my future career

| 1 | 2 | 3 | 4 | 5 |

Not at all   Very much

7. Three things that were the most successful in the IP SIDE?

1._____

2._____

3._____

8. Three main difficulties during the IP SIDE?

1._____

2._____

3._____

9. What impact did the IP SIDE have on your institution?

_____

_____

_____

_____

10. Other comments

_____

_____

_____

_____

Thank you very much for your cooperation!