

The Junior Researcher Programme proudly welcomes you  
to the 2016 jSchool on

# Mental Wealth

Exploring the Impact of Psychology



*10-17<sup>th</sup> July 2016*

*Mansion Dvorec Rakičan*

*Slovenia*

**jSchool annual proceedings**

# Dobrodošli!

In the heart of Europe, where the Alps meet the Adriatic, and the Panonian Plain meets the Karst, lies Slovenia. Albeit one of the smallest countries in Europe, its strategic position on the crossways of political, geographical, cultural and historical forces creates an exceptional diversity, in landscape as well as in people and their culture. In one day alone, you can go skiing in the Alps, explore the vast underground cave system, kayak on a wild river and finish with a nice swim in the Adriatic Sea.

Slovenians nurture a very close relationship with arts and culture, which is one part of being a young country. Traditional Slovenian festivals include mask festivals where people dress in ethnic costumes of creatures in order to repel winter, ceremonial bonfires, and in summer, streets of the cities are overcome with street dancers, musicians, poets, actors and other artists. The capitol, Ljubljana, is currently carrying the title of the Green Capital of Europe, a name that is self-explanatory to anyone who takes a stroll through the city centre and its surroundings.

This year's jSchool venue is a 19th century mansion that was built for a Countess Batthanyi and is located in the north-eastern region of Slovenia called Prekmurje. The region lies in the Panonian Plain and is a bilingual area, as it borders closely to Hungary. From here also originates the famous cake Prekmurska gibanica or in literal translation: over Mura moving cake. The forests and lakes surrounding the mansion provide an excellent place for tranquil relaxation and soaking in everything Slovenia has to offer.

Welcome to the jSchool, welcome to Slovenia!



# Contents

Welcome .....	4
The jSchool .....	5
Aims .....	6
Expectations .....	7
Research Projects .....	8
Lecturers .....	11
Schedule .....	13
Academic Activities .....	15
Social Programme .....	16
Poster Session .....	17
The Junior Researcher Programme .....	25
Research Protocols .....	27
Greetings from the JRP Team .....	28
Organisers Names and Affiliations .....	29
Participants .....	30
Partners of jSchool .....	32
Notes .....	34



## Welcome

---

Dear jSchool Participant,

On behalf of the organising team, which has been working on the jSchool 2016 for almost a year, I would like to welcome you to the week in Slovenia. We are thrilled about the opportunity to finally meet you. Thinking about what is ahead of you this week and the upcoming year makes me feel truly excited.

I have had the fortune of being part of the Junior Researcher Programme since the early days. Though I was involved in other international initiatives as a participant, no experience has been as rewarding and enlightening as being Senior Research Training Coordinator for the jSchool 2016. The jSchool has taught me how to convert my own dedication and passion for research to the creation of opportunities for others.

In addition, this position has provided me not only uncountable moments for developing my personal and academic skills, but also the occasion for growing as part of an amazing, unbelievable team. At the end of the day, jSchool and the Junior Researcher Programme are the result of an unthinkable team effort, and I could not be more grateful to have worked along with Guillermo, Simona S, Simona G, Maja, Elisa and Kai. To build a new project is never easy, but their fantastic work ethic and their unparalleled positive attitude in spite of challenges faced has fuelled my own motivation towards the programme.

To the Supervisors, thank you for all the work they have put into preparations for this week, plus all you will do in the future for your teams. Sincere thanks also goes to our guest lecturers who will share with you their time and professional expertise which makes this program so unique. Lastly, we must acknowledge the many programme partners who believe so much in what we are doing that they support us with vital resources, which are necessary for so many students to be able to participate.

To the students: I have no doubt that new opportunities will come your way as well. Therefore, I would like to encourage you to enjoy this week to the fullest and take away a wonderful and unforgettable experience. At the same time, I wish you the best of luck with your research projects and that you will have great fun doing great things!

Sincerely,

Eduardo García Garzón



Senior Research Training Coordinator

## The jSchool

---

The jSchool is a week-long summer school for psychology students, PhD students and other early career psychologists, who each aspire to create meaningful research projects in an international environment. The event takes place in a different European country each year and all research projects are centred on a common annual theme. Six enthusiastic PhD students or postdoc researchers act as Research Supervisors from top academic institutions. The Research Supervisors collaborate with around 40 motivated psychology undergraduate and master students, divided into six teams. Each team starts collaboration during the jSchool and conducts research together for thirteen months. All teams commit to submit their work to our partner journal, *Frontiers in Psychology*, and are invited to attend the annual JRP Conference in Cambridge. Students are also given the possibility of completing a five-week internship at Cambridge.

The jSchool is designed to create an environment where emerging researchers develop tools to enhance their research abilities. We hope this comes along with delivering outcomes at a professional standard framed by a unique ambience. The jSchool allows students to work closely with - and learn from - experts in the field that are experienced psychology practitioners and eminent scholars. Lecturers from around the globe speak about their research areas and engage in individual sessions with the research groups. Research Supervisors further gain crucial experience conducting multicultural research projects, expanding their managerial and academic skills as team leaders, many for the first time in their careers.

During the closing Gala Evening, students are officially inducted as the new Junior Researcher Programme cohort, which is one of the many highlights of the JRP calendar.

The jSchool has been organised by a team of five young psychology students/researchers: Eduardo, Guillermo, Simona, Maja and Mona, in tight collaboration with two members of the JRP Team: Dr Kai Ruggeri, who directs the Programme, and Elisa Haller, who is the current Research Officer. Without the entirely voluntary hard work of this team, achievements of JRP research teams could have never been possible. More information about the team can be found on page 23.

## Aims

---

What do we hope you will achieve at the jSchool? The truth is that it is really up to you. Like many summer schools, the students determine what it is and take from it whatever is desired. That said, as jSchool is unique in that it is more of a launching pad than a training course, we have a few suggestions of what you might want to focus on.

**Great experiences.** The jSchool is unmistakably a unique experience. You are brought together with like-minded people who share your passions for psychology, international experience, and critical thinking. We hope you leave having made the most of your time, with new friends and colleagues, and encourage you to make a deliberate effort to realise each of those for yourself.

**Professional & personal development.** We cannot forget why we are all here: psychological science. The jSchool provides an incredible platform from which to launch into an academic career, gain research experience, and enhance your CV through personal and academic development. At the same time, it offers the chance to engage in debate with researchers and academics, and to share ideas with fellow students in an engaging atmosphere that is unique in many ways, particularly in being welcoming to students with no prior research experience.

**Perspective.** Creating opportunities for young psychologists from around the world is the heart of JRP. That means you will meet many people from countries you have never visited from cultures you have yet to engage with first-hand. We encourage everyone to be as open to these new experiences while sharing from their own throughout. We also ask that you reflect on the unique insights you will gain and see how these perspectives influence us as researchers, professionals, and individuals.



## Expectations

---

There is no denying that the jSchool is a very ambitious initiative – as ambitious as you are for applying! To ensure you all get as much out of this week as possible and that our research projects come to a successful end, we have put down some expectations for this week that we would ask you to follow.

**Attend.** You have been chosen to participate from a wide pool of applicants - so please respect this. We expect you to attend every lecture and research group meeting. It is critical for your project that every group member does his or her part at all times. Unsurprisingly, every activity at the jSchool is mandatory except in extreme scenarios.

**Be punctual.** We have a tightly packed schedule. Please help us ensure that we have time for everything we have arranged for you by *making sure you are **early*** for everything. That is all.

**Consider your words.** All jSchool and JRP Team members are volunteers, as are Supervisors and lecturers. We all aim to provide the greatest platform for research at incredibly affordable costs to you, the Junior researchers. If there is an issue, please do let us know, but please also distinguish between issues and complaints. More details on this will be shared but note any disrespect toward anyone at the jSchool or beyond is grounds for immediate dismissal from the entire programme.

**Give it your all.** During this week, you will lay the groundwork for your research project. One face-to-face meeting is better than 50 emails and Skype meetings, and you have a total of nearly 30 hours of group time during the week, which undoubtedly will have ups and downs. The stronger the foundation you build here at jSchool, the easier it will be to carry out the project in the year to come.

**Tidy up after yourself.** A personal plea from us organisers: cleaning up after yourself saves us hours of cleaning up every day and is a sign of respect to the venue. We do not tolerate any form of disrespect in this context.

**Interact and engage...and relax.** The jSchool is a challenging, intense week. It is also an immensely rewarding social and academic experience. While we expect you to be fully engaged, we also urge you to rest appropriately and not overdo it if you feel stressed.

## Research projects

---

### **GROUP 1:** Could social media reduce excessive consumption?

**Atar Herziger** | *PhD student* | University of Cologne, Germany



In contrast to mainstream consumer-driven culture, a new social media trend promotes consumer minimalism. In some cases, this has come in the form of YouTube tutorials advocating limited consumer expenditures as well as promotion of meaningful sources of satisfaction. In this project, we aim to test the efficacy of these trends in reducing non-essential consumption. We will compare these approaches with a more common implementation-

intentions intervention promoting goal-directed behaviour. By combining a consumer psychology perspective with behavioural change interventions, this project will explore non-essential consumption and outline possible implications for public policy.

### **GROUP 2:** Time trends in adolescent well-being in six European countries: Implications for health policies.

**Alina Cosma** | *PhD* | University of St Andrews, UK



Adolescence represents a vital period in individual development. This is of critical importance in light of recent findings of poor mental health amongst young people. This research project aims to identify the time trends in adolescent mental well-being in six European countries and to explore national stakeholder perspectives (policymakers, practitioners) on this topic. The study will use a mixed methods approach: quantitative (data from

various years of the Health Behaviour in School-aged Children (HBSC) Survey), and qualitative data (interviews with decision-makers). The results will provide an overview of the time trends in adolescent well-being (psychological complaints, life satisfaction, perceived health). It will also connect findings to the national and international health policy landscape. These insights will also be aimed at practitioners.

## **GROUP 3:** The role of music in the elderly and its effect on emotional well-being.

**Jennifer Grau Sánchez** | *PhD student* | University of Barcelona, Spain



Musical activities, such as listening, singing or playing, are common leisure activities that contribute to well-being as satisfy various psychosocial needs. The role of music changes across the lifespan, meaning there is potential for meaningful impact of using music in the context of well-being amongst older populations. This project aims to investigate the role of music in everyday life and its effects on emotional well-being in older people across Europe.

## **GROUP 4:** Psychology for thinking: Exploring scientific thinking in psychology students across Europe.

**Peter Edelsbrunner** | *PhD student* | ETH Zurich, Switzerland



Teachers are important for children's cognitive development, but also for their social relations. Yet, research on teachers' influence on students' social relationships is limited. Recently, the term 'the invisible hand of the teacher' was introduced to describe the relatively understudied teacher practices and processes that impact classroom social ecology and peer relationships. This study will be looking at the affective bond of teacher-student relationship using sociometry, which considers the relatedness and interactions between students in a classroom. In the current project, we will consider ways in which teachers may influence students' social relationships and new ways to assess these teacher practices and processes. By doing so, we are trying to reveal 'the invisible hand of the teacher' through innovative psychological assessments.

## **GROUP 5:** The devil in us all: Identifying triggers of dark personality expressions at work.

**Annika Nübold** | *PhD student* | Maastricht University, The Netherlands



Perhaps due to the financial crisis and recent economic scandals, organisational psychologists have increasingly focused on the dark side of personality at work. Dark personality is typically conceptualised as the 'dark triad': three subclinical versions of maladaptive personality, including narcissism (feelings of grandiosity and entitlement), psychopathy (impulsivity and callousness) and Machiavellianism (cynicism and manipulation). This project aims to build a systematic categorisation of situational triggers of dark personality states at work. This will benefit organisations by helping them to target these triggers with systematic actions (e.g. job design and training), ideally preventing employees realising dangerous latent traits.

## **GROUP 6:** Would communicating the neuroscience of crime nudge the public to offend?

**Robert Blakey** | *PhD student* | University of Oxford, United Kingdom



This study aims to evaluate the impact of criminal justice policies informed by neuropsychology, which has tremendous implications for the real world. As a new way of explaining criminal behaviour, neuroscience could make offenders appear less blameworthy but more likely to reoffend. Neuroscience could also be used to screen and treat potential offenders. However, if crime is blamed on the brain, people may feel less morally responsible for their own wrongdoings and therefore may be more likely to offend. Hence this project will assess the potential for criminal justice policies based on neuroscience to backfire, making people more (rather than less) likely to offend. This hypothesis will be tested by running an experiment in which participants are given the opportunity to violate social norms.

## Lecturers

---

### Dr Michal Kosinski

*Graduate School of Business, Stanford University*



Dr Michal Kosinski Graduate School of Business, Stanford University Dr Michal Kosinski is currently Assistant Professor in Organizational Behavior at the Stanford Graduate School of Business. He completed his doctoral research while serving as the Deputy Director of The Psychometrics Centre at the University of Cambridge. It was in Cambridge where he coordinated perhaps his most widely-known work on the myPersonality project, which is a global collaboration between over 150 researchers. Dr Michal Kosinski will talk about his research interests, how research can be translated to tangible outcomes, and more specifically, how psychological traits (such as personality) relate to a broad range of organizational and social outcomes, including job performance, person-job fit, consumer preferences, and ideology, thus making an important contribution in expanding impacts of psychological research in society.

#### *Predicting human behaviour and psychological traits using Big Data: real world implications*

A growing proportion of human activities such as social interactions, entertainment, shopping, and gathering information, are now mediated by digital devices and services. Such digitally mediated activities can be easily recorded, offering an unprecedented opportunity to study and assess psychological traits using actual—rather than self-reported—behaviour. Our research shows that digital records of behaviour, such as samples of text, Tweets, Facebook Likes, or web-browsing logs, can be used to accurately measure a wide range of psychological traits. Such Big Data assessment has a number of advantages: it does not require participants' active involvement; it can be easily and inexpensively applied to large populations; and it is relatively immune to cheating or misrepresentation. Essentially, if the ethical and methodological challenges could be overcome, Big Data has the potential to revolutionize psychological assessment, marketing, recruitment, insurance and many other industries.

## Lecturers

---

### Dr Vita Poštuvan

*Slovene Centre for Suicide Research, University of Primorska*



Dr Vita Poštuvan is the National Impact Lecturer at jSchool 2016. On top of her primary post at the Department of Psychology at University of Primorska, Dr Poštuvan's is the Deputy Head of the Slovene Center For Suicide Research and a lecturer at the University of Maribor. A leader in areas such as suicidology, bereavement, crisis interventions and psychotherapy, her work looks at the implementation of large-scale public health projects along with clinical and therapeutic partners. Vita is also a member of a national psychological support unit dealing with crisis interventions within the Civil Protection of Republic of Slovenia, which is responsible for disaster relief programmes. Vita also collected rich experiences in this field while working in India and China, implementing health-related interventions for people in deprived areas and working with migrants.



## Academic activities

---

### **Monday morning | Opening Ceremony**

To officially get the jSchool started, participants from all teams will gather in this act to learn how the week will be structured. After that, the different research groups will be formed and prepared to get hands on the task.

### **Wednesday afternoon | Poster Session**

A unique opportunity for young psychology students to present their research at the Poster session, which will be held on Wednesday afternoon. During the Poster Session young psychology students from Slovenia and neighbour countries will present their research to jSchool participants and our distinguished guests.

### **Thursday morning | PhD Airtime**

As undergraduate students in bachelors and master's programmes, we know that many of you are considering doing a doctorate in some field of psychology. Since PhD students and postdocs are probably the best people to seek advice from on everything related to searching for and living the life of a PhD, we take some time to hear from our six supervisors – their stories and their advice.

### **Friday | JRP Methods and Management Seminar**

This workshop, led by Kai and Elisa, will explain what is meant by your enrolment into the Junior Researcher Programme and provide an overview of the likely twelve-month research process that your group will go through. The workshop will also outline key points your group will need to address in regard to the management, structure, and all round functioning of the research projects.

### **Saturday afternoon | Group Presentations**

On Saturday afternoon, after spending the whole week working on their projects, all six groups will present their study to the jSchool attendants at the afternoon Plenary. At the conclusion of the Plenary, we will move into the Gala reception, dinner and evening's events.

## Schedule

	Sunday	Monday	Tuesday	Wednesday	
8.00					
			Breakfast	Breakfast	Breakfast
9.00					
			Opening Ceremony	Lecture Prof Poštuvan	Lecture Prof Kosinski
10.00				Coffee	Coffee
			Coffee	Research Groups III	Research Groups VI
11.00			JRP Kick-off		
			Group Introductions		
12.00					
			Lunch	Lunch	Lunch
13.00					
		Meeting			
14.00			Research Groups I	Research Groups IV	Research Groups VII
	Departure to venue	Break	Break	Break	
15.00					
		Research Groups II	Research Groups V	Poster Session	
16.00					
	Registration				
17.00		Dinner	Dinner	Dinner	
18.00					
19.00					
20.00	Dinner				
Evening	Ice-breakers	Cultural Evening	Slovenian Night	Colours Night	

## Schedule

Thursday	Friday	Saturday	Sunday	
Breakfast	Breakfast	Breakfast	Breakfast	8.30
PhD Airtime	Research Groups IX	Research Groups XI	Departure	9.30
	Coffee			10.30
Coffee	JRP Methods & Management	Coffee	Travel to Ljubljana	11.30
Research Groups VIII		Research Groups XII		12.30
Lunch	Lunch	Lunch		13.30
Excursion	JRP Methods & Management	Research Groups XIII		14.30
		Submit		15.30
	Break	Research Groups XIV		16.30
	Research Groups X	Blue & White Gala Night		17.30
	Dinner			18.30
				19.30
	JRP Introduction			20.30
	Relaxing Evening			Social

## Social programme

---

### Sunday | Icebreakers

Meet the people with whom you will spend the next week living and working closely, as well as your partners in your research group.

### Monday | Cultural Evening

Time to share a bite of your culture! Bring the typical foods and beverages from home and invite your fellows to enjoy all the flavours your country has to offer. Folk costumes and national colours will always be applauded.

### Tuesday | Slovenian Night

Now is time to immerse a little deeper into the culture of our host country. A night of surprises to have a taste of the Slovenian spirit.

### Wednesday | Colours Night

Do you feel the colours of your *alma mater*? Then show them to us! Help us promote you to your home institution by wearing a hoodie or t-shirt from your university and allow the photos to do the rest.

### Thursday | Excursion

Put on your most comfortable shoes and protect your skin with some sunscreen, because it's excursion time!

### Friday | Relaxing Evening

As resting is such a rarity during this week, we have reserved Friday evening just for that. Hang out with the others, come watch a movie with us, or lie on a blanket and count the stars – this evening is all yours.

### Saturday | Blue & White Gala Night

The week is almost over, and there is only one more thing to do: suit up. At the Gala evening, you will get to put on your most elegant attire and enjoy the last night of jSchool 2016 – and your first night in the JRP – together with everyone. Dress code is blue and white, such as are the colours of JRP. See the info pack for other details.

### **Cortisol and overgeneral autobiographical memory in depression**

Adrian Askelund | *University of Oslo*

Depression is sometimes called the “common cold” among mental disorders. Many patients showing improvement have several relapses. An important goal is to identify factors causing this tendency to relapse. One such factor is overgeneral autobiographical memory (OGM): memory of life events is often less specific in depression. The CaR-FA-X model focuses on rumination, avoidance and executive dysfunction as causes of OGM. However, a comprehensive model of OGM ought to integrate evidence from multiple levels of analysis, spanning the neural, endocrinological, cognitive and emotional level. Evidence suggests cortisol might have an impact on OGM. The question to be answered by this project (N = ~100) is whether the effect of cortisol on OGM is mediated by rumination, avoidance and executive dysfunction.

### **Team autonomy and team effectiveness in an organizational context: the mediating role of team learning behaviours**

Josef Bader | *University of Coimbra, University of Barcelona*

The positive influence that autonomy exerts over team’s dynamics is of interest to organizational psychologists. Considering the Input-Mediator-Output-Input model as a reference, team autonomy is an antecedent of team effectiveness. As a result, team autonomy may impact a team’s outcomes by means of the relations that it establishes with other variables. In this way, our study examines the mediating role of team learning behaviours in the relationship between team autonomy and team effectiveness. To measure team effectiveness, dimensions of team performance, team viability, quality of team experience, and team process improvement are considered. In summary, the present study aims to clarify the impact that team autonomy exerts over team outcomes and how this impact is mediated by team learning behaviours.

## Posters

---

### **Effects of dynamic training in analogical reasoning on progression in accuracy and transfer: examining gifted and gifted underachievers**

Jelisaveta Belić | *Leiden University*

Dynamic assessment is helpful for assessing children's learning potential and for cultivating their abilities. Findings imply it could inform us about instructional needs of diverse groups of children. In this study we investigated effects of dynamic training in analogical reasoning on progression in accuracy, transfer, and its potential for identifying instructional needs of gifted and underachieving gifted children. Pretest-training-posttest design was used on 156 children randomly blocked to condition groups. Results revealed effects of the training on progression in accuracy, but no effects on transfer of skill were found. Lack of cognitive and metacognitive differences between gifted achievers and underachievers indicates motivation and self-esteem as possible alternative underlying explanations of low school performance. The study is relevant to educational actors.

### **Take my hand and forgive me - how shaking hands influences reconciliation and the outcome of negotiations**

Berkessel Jana | *University of Cologne*

How can we reconcile after getting into a conflict? In various cultures shaking hands is a common part of excuses. Touch has been observed to be a part of reconciliation among children (Fujisawa et al., 2005) and can improve your chances of getting a wish satisfied (Crusco & Wetzel, 1984). In the present studies the influence of shaking hands on reconciliation between negotiators and the outcome of the negotiation was investigated. An internet based study confirmed the hypotheses that a handshake in combination with a verbal excuse lead to a better reconciliation between the negotiators and a better outcome for the person initiating the handshake. A second study served explorative purposes and suggested a practical relevance of the previous findings.

### **Exploring sociosexuality and loneliness**

Simona Gorjan, Naja Kikelj and Žan Lep | *University of Ljubljana*

Sociosexuality is a personality trait, which describes the level of one's willingness to engage in short-term sexual relationships. In the present study, we explored the connections between sociosexuality and loneliness in a sample of 452 individuals in the age range from 15 to 31 using Revised Sociosexual Orientation Inventory (SOI-R), Investment Model Scale (IMS) and UCLA Loneliness Scale. We hypothesized that participants with a high score on the SOI-R will be lonelier, with interaction increasing with age, as the more sociosexual individuals are less likely to be in a long-term committed relationship (which is a good predictor of low loneliness). Significant results were found only for people in relationships, with higher correlations for men.

### **The picture-sequencing task as an indicator of theory of mind and metalinguistic competences**

Kaja Hacin | *University of Ljubljana*

Our aim was to examine the relations between children's performance on the Picture sequencing task (PST), often used as a measure of theory of mind, and their false-belief understanding and metalinguistic competences. The sample included 45 children of average age 5 years. No connection was found between the children's performance on Intentional story of PST and their false-belief understanding. However, their performance on PST did correlate with their metalinguistic awareness and with the content structure of their stories when storytelling. Additionally, some children showed specific difficulty with changing the order of the pictures. In conclusion, the children's performance on PST could be an indicator of representational competences that children need for sequencing pictures, and which are also connected with children's metalinguistic competences.

## Posters

---

# Can Kindchenschema cuteness evoke tears of love? A study of the kama muta emotion that motivates caring

Kamilla Knutsen Steinnes | *University of Oslo*

Occurrences of being moved or touched are commonplace, yet the research field of these emotional experiences has received surprisingly little attention. However, the recently developed theory of kama muta (Sanskrit for “moved by love”) posits that the emotion which people may label being moved or touched and similar terms, occurs when a communal sharing (CS) relationship suddenly intensifies. This motivates caring. Mammals must care for their young, and the Lorenzian hypothesis suggests that certain physical cues of cuteness, termed Kindchenschema or baby schema, evoke caretaking. Moreover, the physiological reactions to, and the motivational forces behind kama muta experiences resemble reactions and motivations that one might have in response to cuteness. Consequently, a first study set out to test the following hypothesis; Can cuteness evoke kama muta? An online survey was distributed in two independent samples; one Norwegian (N = 64) and one American (N = 70). The study employed a repeated measures design using pretested video clips of baby animals and controls as stimuli. The participants self-reported answers indicated that they felt more motivation to engage in, strengthen or create CS-relationships in response to the cute video clips as opposed to the control videos. Furthermore, they reported several of the associated symptoms that often accompany a kama muta experience. Thus, the results of the study indicate that the participants did experience both the motivational aspects as well as the physiological symptoms of kama muta in response to Kindchenschema cuteness. Indeed, people’s emotional reaction to cuteness can involve tears of love.

### **Is there a link between social media use, psychological well-being and academic achievement?**

Elisabeth Johannessen | *University of Winchester*

Due to the increasing amount of time spent by students on different social media platforms and the occurrence of cyber bullying, this study aimed to explore if there is a link between social media use, psychological wellbeing and academic achievement. Current study asked students to fill out an anonymous online survey containing a number of scales, 72 students completed the survey, 15 males and 57 females. Results showed no link between social media use, psychological wellbeing and academic achievement, but showed however a link between depression and low academic self-concept. Results are discussed with regards to the nature and quantity of participants. Another data collection will take place to further explore the initial research question.

### **Psychometric properties of the Slovene translation of NEO-FFI-30**

Rebeka Kovačec and Žan Lep | *University of Ljubljana*

In recent years researchers have developed a spectre of instruments used to discover dimensions of personality. The present study examines, on a Slovene sample, the short version of the NEO-FFI-30 questionnaire, based on the German adaptation. It also examines the correlation between the NEO-FFI-30 and the Big Five Inventory. The 160 participants, aged 15 to 66, filled the questionnaire online. The results support previous researches that found the NEO-FFI-30 a valid instrument for measuring the Big Five factors of personality. Due to differences in the theoretical definitions of the instruments, their connection is limited. Including the existing evidence of the psychometric characteristics and its' time efficacy, we support further development and implementation of the NEO-FFI-30 in the Slovene language and context.

## Posters

---

### **Reliability and validity of numerical and non-numerical order processing**

Melanie Spindler<sup>1</sup>, Trent Haigh<sup>1</sup>, Gerrit Sommerauer<sup>1</sup>, Ian M. Lyons<sup>2</sup>, Roland H. Grabner<sup>1</sup> & Stephan E. Vogel<sup>1</sup> | <sup>1</sup>*University of Graz*, <sup>2</sup>*Western University*

This study aimed to investigate differences and commonalities of numerical and non-numerical order processing as well as their relationship to arithmetic fluency. We invited 36 adults twice to perform three computerized order tasks (arabic-digits, dot-arrays, letters). Participants judged whether stimuli were arranged in an order (e.g., 2-3-4; B-C-D) or in mixed-order (e.g., 3-6-4; C-F-D). Arithmetic fluency was measured with a paper pencil test. Results demonstrated reliable reaction time differences between all conditions. Reliable associations were observed between arithmetic test scores and reaction times of the Arabic-digit and letter condition, but not for dot-arrays. Further analyses showed that judging the order of Arabic-digits explained a significant amount of unique variance in arithmetic fluency, over and above dot-arrays and letters.

### **"Fear of missing out" and the usage of social media - a correlation study**

Frida Norberg, Lejla Prepic, Felicia Sundström and Sofia Wiklert | *Uppsala University*

The study focused on the association between students' experience of FoMO and usage of social media. The hypothesis was that there is a positive correlation between usage of social media and FoMO. The method used for the data collection consisted of a questionnaire measuring FoMO and social media. The social media scale focused on degree of usage during the day in the past week while the scale measuring FoMO focused on overall experience of FoMO in different situations. The sample consisted of students at one of Uppsala University's campuses ( $n = 30$ ) who rated each item on a five-pointed Likert-scale. The study showed a significant positive correlation between the usage of social media and experience of FoMO ( $r_s = .367, p = .046$ ).

### **The most important factors in the higher-education talent-development by the specialists**

János Szabó | *University of Pécs*

I wanted to explore, which are the most important factors being a talented student in the higher-education. The first step of my investigations was asking the main specialists of the hungarian higher-education (leaders of scientific programes, etc). I asked them to deciding how important a factor from 1 to 10. The whole list consided of 72 features (items). I analysed the datas with descriptive statistics and applied a factor analysis. I choosed and contracted the factors whom have the average point above 8,00. This will be the base of next step of my research, and I want show these results in my poster.

### **The relationship between narcissism, self-esteem and jealousy with some demographic differences**

Iva Trplan<sup>1</sup> and Lea Majcen<sup>2</sup> | *<sup>1</sup>Health Centre Murska Sobota, <sup>2</sup>Health Centre Ormož*

The aim of this study is to establish whether narcissism is positively related to self-esteem and whether there are any positive or negative relations between narcissism and jealousy. Another issue tackled is whether there are any differences among the groups, relating to some demographic variables, when it comes to narcissism, self-esteem and jealousy. The study included 948 participants, who filled in a website form of Narcissistic Personality Inventory NPI, Self-Liking/Self- Competence Scale SLCS-R and Multidimensional Jealousy Scale MJS. The findings show that all the factors of narcissism are positively correlated to self-esteem and some of them are positively correlated to jealousy. Furthermore, important differences are shown between groups according to different demographic variables (gender, age, education, relationship status).

## Posters

---

### **PhoPhiKat-45 : Examining psychometric properties of the slovene translation**

Katja Habuš, Daša Dolenc, Saša Bajc and Bor Vratinar | *University of Ljubljana*

The PhoPhiKat-45 measures three laughter-related concepts – gelotophobia (the fear of being laughed at), gelotophilia (the joy of being laughed at) and katagelasticism (the joy of laughing at others). The questionnaire was adapted to Slovene and its psychometric properties were examined with 494 participants (35 % male), aged 18 to 65 years. We also measured extraversion and agreeableness. Confirmatory factor analysis indicated, that theorized three-factor model with minor modifications has acceptable fit. Reliability coefficient for congeneric measures of scales were very high (all > 0.89). Intercorrelations between scales were rather low, indicating that concepts are related but not interchangeable. The results showed that gelotophilia is related to high extraversion, katagelasticism to low agreeableness and gelotophobia to low extraversion.

### **Covert narcissism and its role in social relationships**

Vesna Vrečko and Anuša Petr | *University of Maribor*

The article deals with the connection of the sociometric position of a covert narcissist through analyzing the link between sociometry and the HSNS test (The Hypersensitive Narcissism Scale, HSNS, Hendin and Cheek, 1997; Slovenian adaptation Mori, 2012), which measures covert narcissism. It has been shown that on our sample (N=61), there is a positive correlation between the score on the HSNS test and the sociometric status for negative choices and a negative correlation between the score on the test HSNS and social impact and sociometric status for positive choices. In addition, there was a significantly negative correlation between the score on the HSNS test and social preference. We have also found that there is no significant difference in the accuracy of self predicted sociometric choices between the two groups of individuals with a low and a high score on HSNS test.

## The Junior Researcher Programme

---

The JRP supports jSchool research projects through a framework of guidance and academic support for students and Supervisors throughout the duration of the project. This was developed in response to both the expanding aims of jSchool stakeholders as well as to the recognition of long-term support needs of research groups. This endeavour has experienced remarkable success, with the first two annual cohorts having completed all aspects and receiving acclaim for unique aspects of the programme.

Apart from the jSchool, which is the provisional first week of the JRP, highlights of the programme include publication of methodology 'Research Protocols' in our partner journal *Frontiers in Psychology* and invitation to the JRP Conference which is currently hosted by Corpus Christi College and the Department of Psychology in Cambridge. Participants are also invited to the JRP Internship to contribute as interns to a research project led jointly by researchers from the Policy Research Group.



The current Director is **Dr Kai Ruggeri** from the University of Cambridge in England. Kai has been a continuous stakeholder in the JRP since his two years as Supervisor (Romania 2009, Bulgaria 2010). His groups went on to complete four publications on education development which led to an invitation to join JRP leadership, first as an advisor followed by appointment as the first JRP Director. He also leads the JRP Team throughout the year. Kai is originally from the US and completed his PhD in Northern Ireland at Queen's University, Belfast. He completed postgraduate training in England at the University of Oxford and postdoctoral research at the University of Coimbra in Portugal. He is also principal investigator for the Global Health Access Policy project that involves JRP interns annually.

Research Officer (2016/17), **Ms Elisa Haller**, has been responsible for coordinating the Supervisor recruitment and student selection of the jSchool 2016. She will also be involved in contributing to research training at the jSchool. Most importantly, she will coordinate dissemination plans for all 2016-17 JRP teams. Elisa joined the JRP in 2012 and was the Communications Officer in her research project. After her role as Project Manager in the GHAP internship in 2013, she took on the role of the Host Team lead for the 2014 summer school, which was organised in the heart of the Alps, in her native Austria. She then was the Senior Coordinator for the 2014-15 JRP whilst a Visiting Researcher at Cambridge. She began a doctoral research position at the University of Zurich in January 2015.

In the year ahead, we anticipate great things for jSchool groups. On completion of the week in Slovenia, all contributing participants will be officially inducted into the JRP during the annual Gala Ceremony. From there, the groups will be entrusted with carrying out the projects they have developed with support from the Research Officer and Director.

Elisa will communicate with groups on the progress of their work while Kai will focus on advancing professional development opportunities across the JRP. At intervals to be agreed later, groups will provide writing on their work-in-progress for dissemination. These reports will then be reviewed and published, and requested as presentations at the JRP Congress. By completing these elements, groups are then invited to participate in the 2017 Internship and Conference.

In every way, we see the activities of our groups, and the programme as a whole, progressing at many levels. While we aim to provide all the support we can, the foundation of the JRP is the intrinsic motivation of all participants to carry out their work

independently. Our hope is to support 13 months of diligent research culminating with every student and Supervisor in attendance at the 2017 JRP Conference, presenting the results of their work. We wish everyone well in their efforts, hope for the fewest obstacles, and trust that through their participation in the JRP, we all advance further as friends, colleagues, psychologists and contributors to the research community.

## Research Protocols

Research takes a while, and that is a good thing. However, a common problem in science is the delay between the start of a study and the moment it becomes public, which can be years and years. As the JRP is first and foremost about improving methods used in independent research carried out by young people, we believe one of the best contributions we can make is to disseminate those methods as early as possible but without sacrificing quality.

To do this, we have established the Research Protocols as one of the marquee components of the JRP. These papers represent the six annual projects started at the jSchool and allow early contribution to the psychological research community through professional standards in peer review. Each manuscript presents a method being utilised by one of our teams and is submitted to a special edition hosted by our partner journal, *Frontiers in Psychology*.



## Greetings from the JRP Team

---

Dear jSchool Participants,

With great excitement and enthusiasm, we welcome you all to the commencement of the 2016-2017 Junior Researcher Programme. Your selection to the programme is in itself a noteworthy accomplishment: what you do with it from here is the next test. We believe each of you will contribute greatly to the development and outcomes of the JRP, taking in consideration your experience and motivation to engage further in research. From the end of the jSchool week, when your induction into the JRP is official, you can count yourself among a select group of top young psychologists across the globe who have contributed to the programme.

In the year ahead, you can expect to hear from us at regular intervals. We will be in close contact with the Supervisors and Communications Officers to monitor and support the progress of the work being developed. Our primary aim is to support your work, assist you with any obstacles that may arise and promote your work as you progress. Beyond that, we will be working hard to drive the programme forward to create opportunities for professional development and scientific engagement for everyone.

On behalf of the jSchool and JRP organising teams, we wish you the very best in the upcoming year and, most of all, we desire for you to enjoy this experience which will contribute greatly to your development both personally and scientifically.

We warmly welcome you into the programme and with immense anticipation; look forward to kicking off an exciting year of research and memorable experiences.

Best wishes,

Dr Kai Ruggeri



Director of Research

Ms Elisa Haller



Research Officer

## Organisers Names and Affiliations

---

### jSchool Team

---



**Eduardo García Garzón**  
*MSc student*  
Autonomous University of Madrid



**Simona Pavcic**  
*MSc student*  
University of Ljubljana



**Guillermo Varela Carbajal**  
*PhD student*  
University of Salamanca



**Maja Vovko**  
*Undergraduated student*  
University of Ljubljana



**Simona Gorjan**  
*Undergraduated student*  
University of Ljubljana

### JRP Team

---



**Dr Kai Ruggeri**  
*Researcher & Lecturer*  
University of Cambridge



**Elisa Haller**  
*PhD Student*  
University of Zurich

## Participants

---

Askelund Jo Adrian Dahl	Norway	jaaskelu@student.sv.uio.no
Bader Josef	Canada	josefbader@hotmail.com
Belić Jelisaveta	Serbia	belicjelisaveta@gmail.com
Benzerga Amel	USA	amel.benzerga.13@ucl.ac.uk
Berkessel Jana	Germany	jana@berkessel.de
Blecha Ondřej	Czech Republic	411623@mail.muni.cz
Boccanera Matilde	Italy	matildeboccanera@outlook.it
Božin Nera	Slovenia	nerabozin@hotmail.com
Depala Romil	UK	romilpd@hotmail.com
Dinartika Niken Linda	Indonesia	niken.dinartika@gmail.com
Fenski Friederike	Germany	friederike.fenski@gmail.com
Foley Méabh	Ireland	meabhfoley@gmail.com
Franklin Matija	Serbia	mf548@cam.ac.uk
Griffin Laura	Ireland	laura.m.griffin@myclick.ie
Eidast Helena	Estonia	helenaeidast@gmail.com
Hernández Miguel	Spain	mhdzmar@hotmail.com
Hlavová Renata	Czech Republic	rene.hlavova@gmail.com
Hundevad Bodil	Austria	bodil@hundevad.de
Immonen Johanna	Finland	johanna.x.immonen@helsinki.fi
Johannessen Elisabeth	Norway	elisabeth_andrea387@hotmail.com

## Participants

---

Jones Emer	Ireland	emergjones@gmail.com
Knutsen Steinnes Kamilla	Norway	kksteinnes@gmail.com
Kucharský Šimon	Czech Republic	kucharssim@gmail.com
Lo Man Ying	UK	manying.lo.15@ucl.ac.uk
Murár Filip	Czech Republic	murar.filip@seznam.cz
Muukkonen Ilkka	Finland	ilkka.muukkonen@helsinki.fi
Ojinaga Olatz	Spain	olatzojinagaalfageme@gmail.com
Petrović Darija	Serbia	petrov.darija@gmail.com
Paycheva Ekaterina	Bulgaria	ekatherina.paycheva@gmail.com
Plohl Nejc	Slovenia	nejcplohl@gmail.com
Popham Cassandra	UK	cassiepopham@yahoo.co.uk
Prinz Gerhard	Austria	gerhard.prinz@mailbox.org
Radukić Andrijana	Serbia	delfinisrbijaandrijana@hotmail.com
Sorger Clarissa	Austria	clarissaz@gmx.at
Soyyilmaz Demet	Turkey	demetsoyilmaz@gmail.com
Spindler Melanie	Germany	12spindl@gmail.com
Stella Maria Teresa	Italy	mariateresa.stella@studenti.unitn.it
Stuhldreier Julia	Netherlands	julia.stuhldreier@gmx.de
Sundström Felicia	Sweden	felicia.sundstrom@psyk.uu.se
Vaupotič Nina	Slovenia	vaupotic.n@gmail.com



## Department of Psychology

University of Ljubljana, Faculty of arts  
Aškerčeva 2, SI-1000 Ljubljana



University of Ljubljana  
**FACULTY OF ARTS**

*Univerza v Ljubljani*



# EKSPERIMENTATOR



**LAW FIRM HLADIN**

**Attorney dr. Marija Hladin**

Groharjevo naselje 75  
4220 Škofja Loka



**DŠPS** 20 LET  
DRUŠTVO ŠTUDENTOV  
PSIHOLOGIJE SLOVENIJE

## Notes

---

## Notes

---





Junior  
Researcher  
Programme