

**March 26 Wednesday**

## SYMPOSIUM 1A

### Identity Construction in the Anthropocene era: A Global Consensual Qualitative Research Study

#### Symposium Abstract

Young people around the world are deeply concerned about the impact of various global crises on their futures. These crises are occurring within the larger context of the Anthropocene, a term used to describe the significant environmental changes caused by human actions (Crutzen and Stoermer, 2000). The rising awareness of the Anthropocene is reshaping individual's perspectives on the future (Wallenborst & Pierron, 2019). In this sense, Haraway (2016) and Savi (2017), invite humans to be ethically responsible to improve the situation, particularly climate change which threatens to end countless lives on Earth. For this reason, it is expected that individuals who identify as climate activists may place a stronger emphasis on the impact of climate change on their future career plans. Similarly, individuals residing in countries with governments that are more dedicated to addressing climate change may also place a greater emphasis on the issue. This symposium will be based on a global research study encompassing 10 nations including Burkina Faso, Brazil, Lebanon, Finland, France, Poland, Portugal, Switzerland, Tunisia, and the United States. This longitudinal research project seeks to understand how young adults from different regions of the world, including those who are actively engaged in climate activism and those who are not, perceive environmental issues and how these perceptions influence the choices they make in shaping their lives and future career plans. Additionally, the study will explore how these perceptions are influenced by characteristics of their environments including geographic location and national policies on climate change. The longitudinal nature of the study will allow researchers to understand any changes in the perceptions and plans of participants over time. The study will also examine the resources and coping mechanisms young adults use to address the environmental crisis. The symposium will involve contributors from multiple countries discussing their respective projections. The aim is to contribute the unique perspective of young people residing in each country. Researchers from each country have conducted semi-structured interviews using a standardized interview protocol with 12 young people aged 18-25, half of whom are involved in environmental activism work. Half of the young people are science majors and half are humanities majors. Consensual qualitative research analysis (Hill, 2012) will be used for this project. Each country has formed a research team that will create domains and core ideas and code the interview data. Researchers from other countries will serve as auditors for the CQR process.

#### References

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- Haraway, D., Ishikawa, N., Gilbert, S. F., Olwig, K., Tsing, A. L., & Bubandt, N. (2016). Anthropologists are talking—about the Anthropocene. *Ethnos*, 81(3), 535-564.
- Savi, M. P. (2017). The Anthropocene (and)(in) the humanities: possibilities for literary studies. *Revista Estudos Feministas*, 25(2), 945-959.
- Wallenborst, N., & Pierron, J.P. (2019). *Éduquer en Anthropocène*. Le Bord de l'eau.

Abstract - Identity Construction in the Anthropocene era: perceptions and trajectories of French and American students

Most regions of the world are affected by global crises that are taking place in the context of a major physical transformation of our planet, often referred to as the 'Anthropocene'. This is of particular concern to younger individuals as these transformations may affect their future. The aim of this study is to understand American and French students' perceptions of the climate crisis, its characteristics and its

consequences on their life trajectory. Several theoretical approaches can be used to conceptualize the issues being studied. On one hand, the social representations (SR) approach considers SR as a form of social thought (Moscovici, 1984), a knowledge of common sense, consisting of social cognitions, opinions, attitudes and stereotypes. On the other hand, the Psychology of Working Theory model (Duffy et al., 2016) highlights the fact that a degraded living and working environment has deleterious effects on mental health and well-being and causes social instability (Blustein, 2019). This model promotes the development of the need to provide individuals with decent work and living environments. Additionally, the constructivist Life Design posits that life trajectories are governed by a process of adaptation of the self to changing environments and new subjective realities. This construct provides a framework for capturing the self-projections that individuals may construct in order to make sense of their lives in contemporary contexts (Savickas, 2005; Guichard, 2015). The qualitative methodology of semi-structured interviews was used for data collection. 24 students were interviewed (12 in France and 12 in the US), half of whom described themselves as climate activists. The data were analysed using consensual qualitative research (Hill, 2005). The results reveal the major similarities and key differences in how young people in France and the United States perceive the climate crisis including its causes and effects. In particular, the results highlight the participants' distanced relationship with climatic phenomena. The implications of these perceptions on career counselling needs will be discussed. For example, given the urgent nature of the concerns young people have about climate change, in the future, career counselors should incorporate climate change considerations into their guidance.

Blustein, D. L. (2019). *The importance of work in an age of uncertainty: The eroding work experience in America*. Oxford University Press.

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of counseling psychology*, 63(2), 127.

Guichard, J. (2015). Life design: A new perspective on career development. In P. J. Hartung & L. M. Savickas (Eds.), *The Oxford handbook of career development* (pp. 115-133). Oxford University Press.

Moscovici, S. (1984). The myth of the lonely paradigm: A rejoinder. *Social research*, 939-967.

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42-70). John Wiley & Sons.

Abstract - Perceptions of the future and identity constructions of Tunisian and Brazilian students in the Anthropocene era in Southern countries

The world has been impacted by global crises generating a major physical transformation of our planet, often referred to as the Anthropocene. Young people are one of the most affected groups, especially regarding the future and identity construction. Several scientific models exist to explain the processes involved in constructing reality and the self in different areas of life and in various unstable social environments (Jodelet, 1999; Moscovici, 1976; Abric, 2001 ; Hensel, 2001 ; Guichard, 2005 ; Savickas, 2005). It is through social representations that we appreciate the ways in which individuals apprehend their relationships with themselves, others and environments (Laberge, 2012 ; Corbin and al, 2021), in order to give meaning to their reality and to project themselves into the future. Through in-depth semi-structured interviews, the study aimed to identify, understand and contrast the career constructions and future working prospects concerning the climate crisis in particular, its characteristics and its consequences on their life trajectory among 24 college students (12 in Tunisia and 12 in Brazil), both in Southern countries, using Consensual Qualitative Research (Hill et al., 1997). Findings showed similarities and differences in the perception of the climate crisis, and how it has impacted the construction of identity and the futures of young people in Southern countries. The results highlight young people's distanced relationship with these climatic phenomena. Regarding the implications for practice, career guidance and counselling should consider including climate issues as central questions in constructing careers and the future of work.

References

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<https://doi.org/10.4000/rso.806>
- Corbin, E., Mieyaa, Y., Huet-Gueye, M., & Beaumatin, A. (2021). L'engagement politico-climatique des jeunes : une sphère de socialisation et de personnalisation en période de crise, *Tréma [En ligne]*, 56 | 2021, mis en ligne le 01 mars 2022, consulté le 08 septembre 2024.

#### Abstract - Synergizing Perspectives: Collaborative Qualitative Research Methods in an International Study with Global Partners

Conducting qualitative research across multiple countries presents unique challenges, particularly when balancing each nation's distinct cultural and contextual nuances with identifying commonalities in experiences. This presentation examines the application of Consensual Qualitative Research (CQR) methodology to a global research study (Hill et al., 1997). Consensual Qualitative research (CQR) is a qualitative research method that utilizes a systematic and structured process of collaboration. The approach seeks to reduce individual biases in data analysis by seeking group consensus, and ensures that interpretations are agreed upon by the collective.

The study included ten diverse countries: Brazil, Burkina Faso, Lebanon, Finland, France, Poland, Portugal, Switzerland, Tunisia, and the United States. CQR was used to analyze interview data collected from each country. This approach was crucial in managing the unique complexities of cross-cultural research. Both the development of the research protocol and details of the CQR process will be discussed, including the use of cross-cultural auditing. Rewards and challenges of using CQR to conduct a global qualitative study will be addressed. We hope that in sharing our experiences, we can provide valuable insight into conducting qualitative research across multiple countries in both a rigorous and collaborative manner.

#### References

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## SYMPOSIUM 1B

Optimism, emotional regulation and lifestyle: hopes for career transformation in a new era?

1/ Career Chaos and the Anthropocene (15')

- Pr Christian Heslon, Director EPP (Paris & Lyon, France), CRTD (CNAM-Inetop Paris, EA 4132) &

Research Team VCR, ORCID 0000-0002-5713-2341

- Pr Nathanaël Wallenhorst, Dean Faculty of Education, UCO Angers (France), LIRFE Laboratory (RNSR 202123747A), ORCID 0000-0001-7944-7347

How can career chaos theory respond to the challenges raised by current work on the Anthropocene with regard to lifelong education and guidance?

2/ Hope and Optimism, Theoretical Point and Practical Implications (15')

- Pr Charles Martin-Krumm, Research Director EPP, Research Team VCR, ORCID 0000-0002-6665-5566

There are several theoretical concepts behind the concept of optimism, including hope (Martin-Krumm, 2023). A hopeful person sets goals, thinks there are different ways of achieving them (pathways) and is strongly motivated to achieve them (agency). The purpose of this presentation will be to review the concept and show some of its consequences.

3/ REPI program (Emotional Regulation: Immersive Project) to support student's academic careers (15')

- Dr Mathilde Moisseron-Baudé, Lecturer EPP (Paris, France), Research Team VCR, CRTD Paris (EA 4132), ORCID : 0000-0003-0841-9191

- Dr Lionel Strub, Lecturer EPP (Lyon, France), Research Team VCR, ORCID 0000-0002-3513-8953

The challenges of the Anthropocene we are all facing inevitably affect the career prospects of students at the end of their university studies. Their physical, mental and emotional resources are affected. The REPI program aims to teach them to regulate their emotions, rediscover meaning in their studies and strengthen the community bond between students and the institution. Results show a negative correlation between perceived stress and overall well-being, as well as an increase in self-fulfillment and a sense of belonging.

4/ Imperial Lifestyle and the Anthropocene (15')

- Julie Cimetière, Psychologist (Lyon, France)

- Dr Tristan Le Chevanton, Lecturer EPP (Lyon, France), Research Team VCR, ORCID 0000-0003-0342-9075

The imperial mode of living as a way of life is at the very root of the ecological crises. We collected data by showing 25 photographs that represent symbols of the imperial mode of life. Results show the infiltration of the imperial mode of living into people's representations, and the representation of an all-powerful mode of living confronts subjects with powerlessness.

5/ Discussion with the Audience (30')

## **March 27 Thursday**

### **SYMPOSIUM 2A**

Participatory research on careers and guidance

Chairs:

Mira Kalalahti, University of Jyväskylä

Anne-Mari Souto, University of Eastern Finland

Contributors and discussant, their affiliations, and titles of their presentations

1. Sanna Toiviainen (University of South-Eastern Norway), Mira Kalalahti (University of Jyväskylä), and

Anne-Mari Souto (University of Eastern Finland): Ethnographic Research as a Method for Social

Justice in Careers and Guidance

2. Kirsi Autio (University of Eastern Finland): Towards more participatory data collection settings –

Case: focus group process of migrant University of Applied Sciences students

3. Tiina Sotkasiira (University of Eastern Finland): Co-creating Embodied Knowledge through Body-

oriented Counselling, Guidance, and Research

4. Discussant Donna M. San Antonio (Lesley University)

Abstract

This symposium examines the prospects of participatory research such as ethnography and observations

on career guidance. Our approach stems from sociological and critical thinking, which have strengthened

their positions in career guidance research and related career research over the last decade (Thomsen et

al. 2022). This change has integrated the examination of sociological phenomena into career guidance

and career research, shifting the research focus from individuals towards practices and interactions, and

the societal power structures that frame these. The "sociologizing" of the guidance field has opened up

space for research methods and phenomena that have previously been (at least on an international scale)

marginal or invisible in a field long dominated by the Western individual-centrism characteristic of

psychology as a discipline, and positivism historically derived from natural sciences (Hooley et al. 2017;

Bimrose 2020). Our presentations illustrate the different perspectives which participatory research opens

for interaction, relationship and power. With these perspectives, we test how knowledge produced within

the localities (school classes, guidance activities etc.) and their actors provide tools for epistemological

and practical novelties in career guidance and counselling.

In the opening presentation, Sanna Toiviainen, Mira Kalalahti, and Anne-Mari Souto reflect how knowledge

produced through ethnography can be used to examine the space of guidance as a "heterogeneous space

of various situational knowledge(s) instead of one universal gaze” (Massey, 2005). “We examine this

theme based on three different vignettes taken from our own ethnographic research projects. In this

presentation, we will reflect on the potential of ethnographic research to promote epistemic justice, and

its contributions to critical sociological thinking within the field of career guidance. Here, the key is to

make visible societal power structures and unequal practices and norms, while at the same time,

believing in the possibility of change (Sultana, 2014).”

In the following presentation, Kirsi Autio introduces participatory data collection settings. “The career

guidance research examines educational and vocational pathways, choices and life courses largely on an

individual basis. However, for minority groups in particular, individual narratives can perpetuate the

perceptions of one's life course as deviant from the norm, thus sustaining existing power structures. In my

dissertation research on the educational pathways and agency of migrant adult UAS students, I wanted to

experiment a participatory focus group process in which participants would collectively identify the key

issues that needed to be addressed in relation to agency and educational pathways. The group also

agreed on ways to address them in the group process. As the researcher, I facilitated the group process,

agreement on themes, discussion and, alongside this, more creative, art-based work during the process.

The way in which the research data is collected draws in the field of feminist research and raises the

question of how research production methods can also support the development of new collective

understanding. I also explore how the group process helps to identify and validate individual experiences.”

In the final presentation, Tiina Sotkasiira critically reflects on the added value of embodied methods

in guidance research aimed at understanding people’s lived experiences. Of particular interest is

the potential for dialogical and embodied reflexivity to reveal the somatic, multisensory and

relational nature of these experiences. “The presentation draws on my practice of body-oriented

work supervision (Finnish: keho-orientoitunut työnohjaus) and the use of embodied approach in

research, which includes drifts, i.e. collective walks, and interviews as the key methods of data

generation.”



Our closing words and discussion will be led by Donna M. San Antonio.

## SYMPOSIUM 2B

### Educational psychology and guidance / counselling in communities

There are numerous ways of conceptualizing the relationship between research and practice in educational psychology. We begin by describing visions of educational psychology in the works of E.L. Thorndike and L.S. Vygotsky. Further, we describe how the relationship between research and guidance / counselling practices can be seen in these traditions. We discuss then especially Vygotskian ideals and describe the way these have been further elaborated in the tradition of subject-scientific psychology. In this description, we keep our eyes on the counselling conversations and on the ways hope manifests itself in them, in the push and pull between threat scenarios and utopias. We describe counselling/guidance on the one hand as a process of articulating, re-searching and rearticulating dreams and hopes. On the other hand we describe counselling/guidance as a process of learning to situate ourselves in the real societal-historical situation. An important question is thus: whether and to what extent we have reasons to be hopeful.

In the first part, the approach is described and exemplified with excerpts from an educational psychological research of learning counselling skills. The second part concerns teachers' experiences of guidance as a duty alongside teaching. The aim is to show how well-being is manifested in teachers' everyday living and in relation to their working practices. The third part looks at early childhood teachers' experiences of participating in mentoring and other peer group processes designed to support them in the early stages in their careers. We discuss especially how hope can be articulated, re-searched and rearticulated by and with the teachers, and how teachers' refining conceptions of hope can be a significant support in continuous learning in teachers' careers.

Finally, we engage in a discussion on the possibilities and pitfalls of the presented approach. Professor Sanna Vehviläinen will act as a discussant in the symposium. However, all the participants are encouraged to share their impressions of the presented approach in relation to 1) visions of educational psychology as a discipline, 2) practice of counselling as articulating and re-searching individual, communal and societal hopes, and 3) the empirical projects described in the three presentations.

#### Chair

Teemu Suorsa

Title of the presentation: Toward a cultural-historical educational psychology of guidance and counselling

#### Other contributors

Kirsi Raetsaari

Title of the presentation: Whole school approach from the perspective of subject teachers' well-being.

Maria Peltola

Title of the presentation: Counselling skills and peer groups in promoting learning and wellbeing at early childhood teachers work

#### Discussant

Sanna Vehviläinen, University of Eastern Finland