

at different stages of the process and also wrote reports reflecting on their experiences. Data were analyzed using thematic analysis. Results will be discussed with a focus on the characteristics of the process, the dynamics of students' interactions, and on the skills students develop through the microteaching experience. Additionally, a reflection on the use of the LMCT model for graduate students' teaching training and recommendations for its use in graduate courses will be presented. Keywords: micro-teaching, graduate students, teaching skills.

Improving the academic advancement of psychologists in Nicaragua

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The purpose of this project, financed by American Psychological Association, and implemented by the Nicaraguan Association for the Development of Psychology, was to learn about the academic training of psychologists in Nicaraguan universities. We met with a group of psychology program coordinators and professors of the capital's universities and asked them, following a basic protocol, to describe and characterize the training given to students in their universities. They shared their ideas about the characteristics of their programs, and how they could improve curricula and teaching. They also responded to questionnaires which were later analyzed. Participants thought the psychology curriculum should be reviewed and improved so there would be more classes offered that included ethics and scientific standards. Research and publication should be promoted, with the participation of professors and their students. There should be continuous education and training about teaching methodology and about specific topics of psychology as a professional career. Finally, it is important to open channels of communication to discuss the situation of psychology in Nicaragua, and how professional training can continuously be improved in the country.

ORAL PRESENTATION

8429

Education during pandemic – The perspective of youth

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The coronavirus epidemic brought a number of critical changes in the functioning of entire societies and all of the structures within the respective countries. One of the aspects of life that were affected by the restrictions was education, especially those carried out within the walls of the sizeable institutions. Each of the countries responded to the challenges in a way adapted to its system capabilities and social needs. In this presentation, I will discuss the ways in which the changes of the education

system were implemented in Polish schools (on a high school and university level), its strengths and weaknesses from the perspective of youth and young adults. The collected data is an outcome of the participatory research carried out among 332 respondents, young people in the age of 15–25 from all around Poland between August–December 2020. Its goal was to hear the opinions of young people about their situation during the pandemic, with a special emphasis on adaptation of the education process and its effectiveness in the new realities. The research was conducted using quantitative (questionnaire) and qualitative (focus groups, interviews, and ethnography) methods. It consisted of three parts: preparing questions together with a group of 22 young people (the Ambassadors of the EU Youth Dialog operating within the Polish Council of Youth Organizations), collecting data and analyzing the obtained answers together with young people involved in formulating the scope of the questions. Answers give an opportunity to hear the voice of youth and understand their needs in those challenging times.

8413

Children and adolescents on the internet: Digital skills and school performance

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The digital skills development among children and adolescents has been following the advances offered by technologies. However, there is a persistent gap in how to integrate digital skills into regular classrooms. The objective of this empirical study, conducted in November 2019, was to analyze the relationships between digital skills, the internet user profile and the school performance of elementary school students. The participants were 80 children aged between 11 and 14 years from a public school in Florianópolis, southern Brazil. One of the research instruments was adapted from the National ICT Kids Online Brazil 2015 Survey and another was the Official School Registry containing the individual performance of the participating students and according to the quali-quantitative analyses performed, it was identified that the students have good use of their school learning and among internet users preponderated the daily profile. Regarding the level of digital skills, 25% were classified as active collaborators and 63% as advanced and creative according to the literature. There was a significant statistical association between the level of digital ability of students related to the primary location of internet use in public places. However, there was no statistically significant difference between the average school performance of students at different levels of internet skills. It was found that these students would be "ordinary or popular users" due to the level of digital skills that oscillates between basic use to creativity to meet the aspirations

of the age of their time. They demonstrated greater interest in online activities of recreational use than for educational use and a standard behavior in the use of the Internet in public and family places linked to the level of digital ability.

8206

Academic efficacy, anxiety and stress among undergraduate students during pandemic in Indonesia

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During the pandemic, online learning became a new policy implemented in the Indonesian learning system. Online has several negatives impacts on students, such as stress and anxiety. The study aims to establish a relationship between academic efficacy, anxiety, and stress. Also, the mediating role of anxiety between academic efficacy and stress among undergraduate students in Indonesia during the Covid-19 pandemic. A total of 206 participants enrolled in this study 35 were male and 171 female, aged 18–23 years. They filled out two questionnaires, the Depression Anxiety Stress Scale (DASS), and Academic self-efficacy. The results showed that the academic efficacy and anxiety were significantly and negatively correlated, while stress had a positive correlation with anxiety. Furthermore, anxiety mediated the relationship between academic efficacy and stress.

8151

Executive Functions and Socioemotional Learning: Working for an integrative approach to development

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Objective. Executive Functions (EF) refer to higher-order, self-regulatory cognitive processes that aid in the monitoring and control of thought and action (Carlson, et al., 2016) and include cognitive flexibility, inhibitory control and working memory (Anderson, 2002; Carlson, 2005; Diamond, 2016), both cognitive and self-regulation, emotional and behavioral components (Stuss and Benson, 2002). Socioemotional Learning (SEL) refers to the process by which children acquire skills needed to identify and manage their own emotions; recognize others' emotions and develop empathy; develop decision-making skills, and handle conflict (CASEL, 2003). Studies also indicate clear connections between SEL and EF and highlight their great relevance to many developmental outcomes. Several major theoretical and applied questions are stimulated by research studies. Method. Results from research studies conducted in the last decade have been analyzed and used to conduct a multilevel analysis exploring similarities in the dimensions

addressed, theoretical foundations and guiding principles, as well as the relationships between the Executive Functions and Socioemotional Learning. Results. The exploration highlights an overlapping picture in the dimensions addressed as well as in theories of child development and neuroscience referred to. Complex relationships emerge from program intervention studies both in terms of positive impact and their value as significant predictors of children's skill development across childhood. Conclusions. Results confirm the relevance and interest in the integration of the two approaches from a theoretical standpoint. At the same time, several major questions are outlined and awaiting further extensive study, namely, how to integrate the dimensions addressed under these two umbrella terms, guiding principles in their assessment, and their role in intervention programs aimed at positive development.

7509

A pilot qualitative exploration of the Chinese affective perspectives towards long term goals

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According to Peterson and Seligman (2004), grit refers to a personal characteristic that people keep the voluntary continuation of goal-directed action in spite of challenges and obstacles. Duckworth, Peterson, Matthews, and Kelly (2007) further operationalized grit into two facets: consistency of interest refers to individual passion in focusing their long-term goal, while perseverance of effort refers to individual sustained personal determination and consistently spending effort to attain their long-term goal. However, up to date, a number of researchers have suggested that this is a need to identify a new component in grit construct in order to improve the limitation of the current grit measurement model with two facets, and its weak internal consistency of grit items (i.e., Clark & Malecki, 2019; Datu et al., 2018). A pilot qualitative study was aimed to explore a new component towards long-term goals which situated in a Chinese context. This pilot study was first addressed to fulfill an existing grit literature gap in a non-western context and revealed a new perspective towards long-term goals. Four university students were recruited from a purposive sample and joined the individual semi-structured interviews. Three themes in affective perspective towards long-term goals were revealed: Calm down when facing obstacles, excitement towards goals attaining, and optimism towards long-term goals. Interestingly, no participants have mentioned interest as important elements for them to achieve long-term goals, but effort and Guanxi were revealed. Cross-cultural differences towards long-term goals were discussed.

7492

The effect of the introduction of

a new educational model on perceived musical abilities

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Every musician should be encouraged to strive for peak performance. The self-directed online Maslow for Musicians program was created to foster an environment that could encourage musical peak performance right at the fingertips of the user. The purpose of this study was to discover if the application of the Maslow for Musicians program is beneficial to help musicians work towards peak performance. Participants ($N=25$) went through a five-week intervention using the Maslow for Musicians program to measure weekly confidence, flow, emotional/mental fulfillment, and overall performance experience. In addition, participants were also given The Positivity Scale, the Performance Anxiety Inventory, and a self-created assessment of current Musical Abilities pre- and post-intervention with the addition of the Measurement of Self-Actualization Index post-intervention. Using a mixed methods design, quantitative data from this study found increased perceived weekly confidence ratings, self-reports of engagement in flow, perceived emotional and mental fulfillment, overall performance experience ratings, personal optimism, perception of musical abilities, and decrease in performance anxiety scores from pre-intervention to post-intervention. Survey data collected also found that 23 out of 25 participants felt happy with their performance progress during the duration of the intervention and believed that the Maslow for Musicians program helped strengthen their practice routine and overall feelings of personal musicianship. Further preliminary inferential statistical analysis found significance in confidence, overall experience, personal optimism, and musical abilities. Likewise, qualitative data supported quantitative findings through thematic coding analysis suggesting progression of confidence, change in mindset, belief in one's self and musical abilities, positivity, improvement, and creation of new habits. Post-intervention, 22 out of 25 participants reported that they felt to have either achieved or were close to achieving musical self-actualization, and 24 out of 25 participants reported that they would continue using the Maslow for Musicians program in the future.

7099

Emotional intelligence and its association with factors of academic success and academic performance

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BACKGROUND: Emotional Intelligence (EI) is linked to student qualities including empathy, monitoring of one's own feelings and using them to improve academic performance. Although it is an important factor in academic success, very few studies have been

conducted so far. OBJECTIVES: This study investigated the potential influence of EI on students' success in the program and its association with academic performance. DESIGN: A cross-sectional study SETTING: College of Medicine, King Saud bin Abdulaziz University for Health Sciences, Riyadh. SUBJECTS: All medical students of clinical years were invited to respond to the self-administered the Schutte Self-Report Emotional Intelligence Test (SSEIT) and The Academic Success Inventory for College Students (ASICS) and their scores were paired with GPA scores obtained from institutional assessment unit. To gather demographic information, an additional questionnaire was developed and linked with the questionnaires. MAIN OUTCOME MEASURES: The relationship of emotional intelligence with academic success and achievement of medical students. SAMPLE SIZE: 296 medical students RESULTS: The response rate was 78% with a mean age of 23.3 (1.0) year. A significant association of EI scores with ASCIS was reported. EI score was constant in males and females and year of study. No statistically significant association was found between EI and academic success across gender and academic years. However, in terms of external motivation and career decision-making by the level of study, students in their final year scored higher as compared to the students in their first two clinical years. CONCLUSIONS: This study provides primary data on the impact of EI scores on the academic success of students in medical education and ascertains several factors associated with EI and academic success. These results suggest that EI and academic success are linked and vital to increase academic performance.

7010

Perceived metacognitive skills and growth mindset in students learning quantitative research methods

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Statistics and quantitative research methods are criteria for accreditation with The British Psychological Society, but students report anxiety and lack of confidence when studying these topics (Field, 2014). Here I report data from the first cycles of an Action Research Project that used self-paced video interventions to scaffold learning and reduce anxiety in a sample of second year criminology students (Liu, 2005; Josephs, 2018, in preparation). Initial quantitative data showed a significant increase in confidence after attending statistics workshops, though focus group data suggested this was due to mere exposure to statistics rather than interventions, and self-efficacy for learning new software was low. Cycle two builds on the first cycle to include six quantitative methods workshops that will emphasise intelligence as a malleable, rather than immutable characteristic (Dweck, 2006). Each workshop will challenge students to evaluate and