

Research Assistant Opportunities (Psyc 161 or Psyc 393) –Spring 2019

Students may sign up for a maximum of three 161 or 393 credits per semester.

Students should expect to work about 3 hours per week for each credit.

Social Area:

Christopher Burke (758-4967); ctb208@lehigh.edu

studies how social relationships influence the experience of stressful events. Much of his recent research has examined how individuals respond to getting help and why. Some of his current work is focused on better understanding campus climate issues through the lens of stress and coping. And as director of the Community Health Research Group, he is also working with an interdisciplinary team to better understand health and health disparities in South Bethlehem. He is looking for several enthusiastic and dedicated research assistants for these and other projects.

Michael Gill (758-6577); m.gill@lehigh.edu

studies the process of moral judgment. When an individual or group engages in morally offensive conduct (e.g., harming others), what factors determine an observer's response? In particular, when will an observer be overwhelmed by feelings of blame, anger, and spite? In contrast, what are the psychological factors that can temper such potentially destructive blame reactions? These questions are relevant for understanding social domains ranging from close relationships, to criminal justice attitudes, to intergroup prejudice and hatred. Several undergraduate research assistants are needed every semester to help make progress on these questions.

Gordon Moskowitz (758-5122); gbm4@lehigh.edu

studies the cognitive processes involved in interpersonal perception with a particular focus on the infiltration of stereotypes into our judgments of others. The control over unwanted (such as stereotypic) and desired (such as notions of being a fair person) thoughts is also examined. A limited number of research assistants are needed to help with these projects.

Lucy Napper (758-4689); lucy.Napper@lehigh.edu

studies substance use, risky sexual behaviors, and responses to health risk information. Projects focus on the influence of peers and parents on emerging adults' alcohol and marijuana attitudes and behaviors. She is looking for motivated research assistants interested in the topic area to help with all aspects of her research.

Dominic Packer (758-6779); djp208@lehigh.edu

We study how people decide to dissent, how they decide to interact with people from groups other than their own, and to do other good things. Research assistantships are available for motivated students. For more information visit www.groupprocesseslab.blogspot.com

Valerie Taylor (758-4209); vgt218@lehigh.edu

With increasing diversity and greater contact among individuals with different social identities comes the possibility that people might experience social identity threat—the concern or worry that one may be treated or judged negatively based on one's social group membership. Projects in the lab focus on how social identity threat affects people's interpersonal interactions, cognitive performance, and perception and evaluation of others. Importantly, this work also examines ways to reduce social identity threat to improve intergroup interactions and performance, and reduce stereotyping. Several research assistantships are available for motivated students.

Developmental Area:

Susan Barrett (758-4688); seb6@lehigh.edu

studies cognitive and perceptual development in preschoolers, elementary school children and college students. A limited number of undergraduate research assistants are needed to help with these projects.

Amanda Brandone (758-5638); acb210@lehigh.edu

studies how infants and young children learn and think about the world around them. Specifically, she is interested in how infants and preschoolers make sense of human behavior and form categories of people, objects, animals, and events. Projects focus on children between the ages of 6 months and 6 years. Several enthusiastic, dedicated, and reliable research assistants are needed to help conduct experiments, recruit and schedule participants, transcribe videotapes, code and enter data, and prepare experimental materials. Experience with young children is required.

Deborah Laible (758-5914); del205@lehigh.edu

research focuses on the social, emotional, and moral development of young children and adolescents. We are finishing up data collection on two projects: one that looks at maternal autonomy support and children's early prosocial behavior and a second that looks at children's prosocial behavior towards diverse others. We are also working on a grant-funded study looking the predictors of the quality of mother-child discourse in diverse families. At this point, we primarily need RAs who are willing to code observational data and help us transcribe parent-child conversations.

Ageliki Nicolopoulou (758-3618); agn3@lehigh.edu

The Narrative Lab studies preschool and school-age children's narratives--a complex form of language--and their role in promoting strong oral language skills and narrative comprehension, including social understanding and social competence. One ongoing project focuses on children's understanding of commercially available picture books and the factors that contribute to their level of difficulty (e.g., narrative structure and language complexity). Another project focuses on children's use of e-books and the best ways to structure their use. Several students are needed to help in data collection, coding, and analyses.

Cognitive Area:

Kate Arrington (758-4230); kate.arrington@lehigh.edu

studies cognitive control in multitask environments. Have you ever wondered whether you really can do two things at once? Or why you choose to do one thing versus another? This research is aimed at answering questions like these by understanding the basic cognitive processes that underlie our performance of simple tasks in complex environments. She needs a few research assistants who will be involved in all aspects of this research.

Nancy Carlisle (758-5122); nbc415@lehigh.edu

studies the cognitive processes of attention and working memory. How are we able to control which objects we attend to in our environment, especially when there are so many distractions around? How can we be sure we will maintain relevant information in working memory, at the exclusion of other irrelevant information? In the lab, we use behavioral techniques including eye-tracking as well as cognitive neuroscience techniques (EEG) to address these questions.

Almut Hupbach (758-6762); hupbach@lehigh.edu

studies the malleability of memory in children and adults (e.g., what causes memory change in children and adults; does sleep support memory formation/updating; can suppression of remembering cause forgetting, etc). She is looking for several undergraduate research assistants who are interested in memory and would like to work with either children or adults or both.

Barbara Malt (758-4797); bcm0@lehigh.edu

is interested in how people think about and talk about aspects of the world, and how speakers of different languages are similar or different in the ways that they do this. She is also working on projects on bilingualism including how knowledge of one language influences the way bilinguals talk when using their other language. Another, related project looks at how your own native language may change when you are around people who speak a different variety of it. Several undergraduates are needed to help develop and carry out experiments and analyze data.

Jessecae Marsh (758-2941); jem311@lehigh.edu

studies how people's personal theories affect how they reason about categories and causal relationships. She applies this interest to studying how people think about mental disorders as categories in the world. She is currently conducting studies looking at the cognitive beliefs that underlie thinking about disorder categories. Undergraduate research assistants are needed to help in all aspects of this research.

Pat O'Seaghdha (758-4526); pat.oseaghdha@lehigh.edu

Language Production Lab is conducting experiments on how people talk, in particular how they plan and produce words and sentences. How do we coordinate our thoughts (what we know) with our words (what we say)? What is it about tongue twisters that make them so hard? Why do we sometimes say things (slips of the tongue) that don't make sense even to ourselves?! Does the language you speak affect how you think and how you talk? Assistants help to run computer-based experiments, edit and code digitized speech, and learn many fascinating things about language. You are encouraged to share ownership of the lab agenda and to develop your research portfolio by presenting results of joint research projects at campus or other symposia/conferences. We are seeking several highly motivated assistants with good technical skills, some background in cognition or linguistics, and a real interest in the topic area.