Research Assistant Opportunities (Psyc 161 or Psyc 393) –SPRING 2014

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.

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.

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. Undergraduates are needed to help with a variety of 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.

Christopher Burke (758-4967); ctb208@lehigh.edu
studies close relationships and how people cope with stressful events. He is currently investigating why receiving help sometimes leads to increased distress and how to diminish these negative reactions. He is looking for several enthusiastic and dedicated research assistants for this and other projects.

Michael Gill (758-6577); mjg6@lehigh.edu
studies the process of moral evaluation. Moral evaluation begins when we perceive a moral transgression or moral shortcoming of a person or group. Sometimes, we might respond with anger and a desire to punish. Other times, we might respond with compassion and a desire to support the other. I study the factors that influence when each of these responses will occur. Several undergraduate research assistants are needed every semester.

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.

Deborah Laible (758-5914); del205@lehigh.edu
research focuses on the social, emotional, and moral development of young children and adolescents. Research assistants in Dr. Laible’s lab can work on several projects. The first project is a study examining how attachment security and child temperament predict children’s early moral emotions, such as guilt and empathy. On this study, we need research assistants to help collect data with preschool children and mothers, as well as code data from DVDs. In addition, Dr. Laible will also be collecting data on a study looking at adolescent moral development. Research assistants are needed on this project to help collect and enter data.
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. Several undergraduates are needed to help develop and carry out experiments and analyze data. Knowledge of Spanish, Chinese, or any other language in addition to English is helpful but not required.

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.

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.

Ageliki Nicolopoulou (758-3618); agn3@lehigh.edu
The Narrative Lab studies 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 as well as social awareness and social engagement. One project focuses on children’s understanding of commercially available picture books and the factors that affect them (e.g., number of characters and interactions of characters with each other as well as online vs after-the-fact comprehension). Another project focuses on how digital storytelling with teens (attending a local school) can enhance their social awareness and social competence—real social issues that impede their community’s health and well-being. Several students are needed to help in multiple aspects of these two projects, including data collection, coding, and analyses.

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.

Dominic Packer (758-6779); dip208@lehigh.edu
studies motivation, cognition and behavior in group contexts. For example, some experiments examine the motives that drive people to express dissent. Other experiments investigate the impact of social norms on expressions of prejudice. Volunteer and for-credit research assistantships are available for qualified candidates.