

# **KURT LEWIN INSTITUTE**

## **TEACHING PROGRAM**

**2009-2010**

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## Table of contents

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Preface	4
Introduction to the Kurt Lewin Institute	5
Teaching staff 2009-2010	7
General information	9
Addresses of participating universities	12
Basic Courses (obligatory)	13
Methodology and Practical Skills Courses	15
Research Group Meetings	25
Theory-oriented Workshops	27
Joint Seminars	36
Faculty of the KLI	38
Appendix - Overview teaching program 2009-2010	40

## Preface

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This teaching program includes general information about the Kurt Lewin Institute (KLI), regulations, and listings of participating universities and KLI faculty. Most importantly, however, it presents an overview of the courses and workshops offered by the KLI in the academic year 2009-2010.

The KLI offers 2 basic courses, several courses on methodology and practical skills, research group meetings and many theory oriented workshops. To name a few, there will be workshops on self-regulation, emotion and consciousness, interpersonal bonds, virtual reality, hierarchical multilevel modeling, an on grounded cognition. We are fortunate to have many (international) experts as teachers such as Tory Higgins from Columbia University, Lera Boroditsky from Stanford University, Michael Norton from Harvard Business School, and Jack Dovidio from Yale University in our courses and workshops.

With this program we hope to manage a high quality program and hope that both Ph.D. students as well as postdocs and faculty will benefit from the courses and workshops that are organized and hosted by the KLI faculty.

The Teaching Committee and the Executive Committee of the Kurt Lewin Institute wish you a successful academic year!

Ernestine Gordijn  
Teaching Director

## **Introduction to the Kurt Lewin Institute**

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The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. The KLI is based on the collaborative input of psychologists working in five Dutch universities, namely: VU University Amsterdam (VU), University of Amsterdam (UvA), University of Groningen (RuG), Leiden University (UL) and Utrecht University (UU).

The goal of the Kurt Lewin Institute is to stimulate and strengthen research in social psychology and its applications. The institute offers an inter-university graduate teaching and training program of four years. The aim of the KLI is to offer Ph.D. students the possibility of attending both specialist and general courses throughout their graduate career.

### **Structure of the KLI**

#### *Executive Committee*

Prof.dr. Jens A. Förster (General Director)

Prof.dr. Eric van Dijk (Research Director)

Prof.dr. Ernestine H. Gordijn (Teaching Director)

#### *General Board*

Prof.dr. Naomi Ellemers (chair)

Prof.dr. Kees van den Bos

Prof.dr. Agneta H. Fischer

Prof.dr. Paul A.M. van Lange

Drs. Elze G. Ufkes (non-voting Ph.D. student member)

Prof.dr. Nico van Yperen

Prof.dr. Daniël H.J. Wigboldus (external member)

#### *Teaching Committee*

Prof.dr. Ernestine H. Gordijn (chair)

Dr. Wilco W. van Dijk

Dr. Daan T. Scheepers

Drs. Elze G. Ufkes (representative of Ph.D. students)

### *Research Committee*

Prof.dr. Eric van Dijk (chair)

Dr. Ilja van Beest

Dr. Gerben A. van Kleef

Prof.dr. Wolfgang Stroebe

Dr. Barbara M. Wisse

### *Representative of Ph.D. students*

The Representative of Ph.D. students within the KLI is drs. Elze Ufkes (Department of Social and Organizational Psychology, University of Groningen), contact T: 050 - 363 6473, E: e.g.ufkes@rug.nl.

### *Participating Universities*

VU University Amsterdam (VU)

University of Amsterdam (UvA)

University of Groningen (RuG)

Leiden University (UL)

Utrecht University (UU)

### *Office Manager*

Drs. Anouk K. Evers

University of Amsterdam

Kurt Lewin Institute

Roetersstraat 15

1018 WB Amsterdam

T: +31 (0)20 525 6747

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### **Confidential Advisors**

The KLI has appointed two confidential advisors (vertrouwenspersonen), to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution:

- Prof.dr. Tineke Willemsen (emeritus, Department of Psychology and Society, University of Tilburg), contact T: 020 – 330 7395, E: [T.M.Willemsen@uvt.nl](mailto:T.M.Willemsen@uvt.nl)
- *The other confidential advisor prof.dr. Ivo Molenaar will be replaced in the beginning of this academic year. As soon as known the contacts of the new advisor will be published on the website:*

*<http://www.kurtlewininstituut.nl/membership/phd-students/confidential-advisors/>.*

## Teaching staff in 2009–2010

<b>Name</b>	<b>Course/workshop</b>
Prof.dr. H. Aarts	- SC Research Meetings
Drs. J. Baas	- Pursuing a career
Dr. L. Boroditsky	- Grounded Cognition
Dr. B. Derks	- GP&IR Research Meetings
Dr. C. van Dijk	- Conducting Organizational Research
Prof.dr. E. van Dijk	- Introduction to the KLI
Dr. W.W. van Dijk	- Methodological Seminars
Dr. L.F. van Dillen	- Introduction to the KLI
Drs. S.R.S. Does	- Introduction to the KLI
Dr. B. Doosje	- Introduction to SEM (using EQS)
	- GP&IR Research Meetings
Drs. R. Dotsch	- Virtual Reality
Prof.dr. J.F. Dovidio	- From theory to practice...
Prof.dr. C.K.W. de Dreu	- How to Publish and Review
Prof.dr. N. Ellemers	- Pursuing a career
	- From theory to practice...
Dr. C. Finkenauer	- Connecting with others... (IP)
	- Hierarchical Linear Modeling
	- IP Research Meetings
Prof.dr. J.A. Förster	- Introduction to the KLI
	- SC Research Meetings
	Current directions in self regulation research (SC)
Dr. M. Gallucci	- Methodological Seminars
Prof.dr. E.H. Gordijn	- Introduction to the KLI
	Current directions in self regulation research (SC)
	- SC Research Meetings
	- Virtual Reality
Dr. L.L. Greer	- Conducting Organizational Research
	- G&OP Research Meetings
Dr. M. Häfner	- Connecting with others... (IP)
	- IP Research Meetings
Prof.dr. D. den Hartog	- Conducting Organizational Research
	Current directions in self regulation research (SC)
Prof.dr. T. Higgins	- (SC)
Dr. A.C. Homan	- Conducting Organizational Research
Drs. H. Ijzerman	- Grounded Cognition

<b>Name</b>	<b>Course/workshop</b>
Drs. D. Lakens	- Authorware
	- Grounded Cognition
Prof.dr. P.A.M. van Lange	- How to Publish and Review
Prof.dr. A. Nauta	- Conducting Organizational Research
Prof.dr. B.A. Nijstad	- Conducting Organizational Research
Dr. M. Norton	- Connecting with others... (IP)
Prof.dr. T. Postmes	- Hierarchical Linear Modeling
Prof.dr. J.J. Prinz	- A philosophical view on emotion...
Dr. J.-W. van Prooijen	- Authorware
Drs. C.P. Reinders Folmer	- Authorware
Dr. M. Rotteveel	- Psychophysiological Measures
Drs. J. Rupert	- Conducting Organizational Research
Prof.dr. C.E. Rusbult	- How to Publish and Review
Dr. K.I. Ruys	- A philosophical view on emotion...
Dr. D. Scheepers	- Psychophysiological Measures
Prof.dr. G.R. Semin	- Grounded Cognition
	- SC Research Meetings
Dr. W. Steinel	- G&OP Research Meetings
Prof.dr. J. Stoker	- Conducting Organizational Research
Dr. K.E. Stroebe	- From theory to practice...
Drs. E.G. Ufkes	- Introduction to the KLI
Prof.dr. G.S. van der Vegt	- Conducting Organizational Research
Prof.dr. A.E.M. van Vianen	- Conducting Organizational Research
Prof.dr. D.H.J. Wigboldus	- Virtual Reality
Dr. L. Wijngaards-de Meij	- Hierarchical Linear Modeling
Dr. M. van Zomeren	- GP&IR Research Meetings



## General information

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### Enrollment

Ph.D. students can enroll in KLI-courses by registering with the KLI-office two times a year: for courses in the first semester (September-December) until August 15, 2009 and for the second semester (January-June) until December 15, 2009. New Ph.D. students can also enroll during the rest of the year. All KLI members will receive a call for enrollment by e-mail and an overview of all enrollments after the deadline for registration. Note: *non-members* will be notified about whether they can participate *one month prior to the course/workshop* they enrolled in.

Starting this academic year KLI-members can also enroll in courses/workshops online in the member section on the website. Members will be informed about the procedure and receive login information by e-mail.

*Withdrawal is possible until a week before the course or workshop starts.*

If you are unable to attend a course or workshop please cancel your enrollment at the KLI-office at least a week prior to the course. In case of later cancelation, or not participating without notifying the KLI-office, a warning will be sent. In case of 3 instances of late cancelation or not participating without notification, exclusion from the KLI teaching program will follow and no KLI certificate will be obtained. Cancelations because of illness or other special circumstances will of course be accepted without consequences.

### Costs

Participation in all courses is in principle free of charge for Ph.D. students who are formally members of the KLI. Others pay a standard course fee of 75 Euro per day, for which an invoice will be sent at the end of each semester.

### Types of teaching

Five types of teaching activities are offered in the 2009-2010 academic year: basic courses, methodology and practical skills courses, research group meetings, and theory-oriented workshops.

#### *Basic Courses*

Ph.D. students of the KLI are obliged to participate in the basic courses. These basic courses are intended to improve communication skills in academic publishing, reviewing and presenting, and for new Ph.D. student members to get acquainted with the KLI and each other.

### *Methodology and Practical Courses*

These courses are given by the KLI faculty who have specialist knowledge of specific methodological and practical techniques or data analysis procedures. The goal is to provide a broad and intensive training in these techniques and procedures.

### *Research Group Meetings*

Research meetings are planned for each of the four thematic groups: 1. Social Cognition (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students. In principle each research group organizes two meetings each year. Ph.D. students are expected to (informally) present their own research once a year if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues. Occasionally (national and international) experts in the field will be invited to organize a workshop.

### *Theory-oriented Workshops*

Theory-oriented workshops are given by KLI faculty and other experts in a particular research field.

### *Joint Seminars*

In a joint seminar one of the five constituent departments invites a social psychologist of international standing. The invitee will organize a two-day workshop that is open to all KLI Ph.D. students. The organizing department and the KLI share the costs.

### **KLI Conference**

Every other year a two-day KLI conference is held in which all KLI faculty and Ph.D. students can participate. The next KLI conference will be organized on April 15-16, 2010 in conference centre Woudschoten in Zeist.

### **Certificate**

Ph.D. students of the KLI receive a certificate on completion of the entire regular KLI curriculum. The regular KLI curriculum in 4 years comprises:

- The basic courses 'Introduction to the KLI', 'How to Present'<sup>1</sup>, 'Writing English for Publication'<sup>1</sup> and 'How to Publish and Review'<sup>2</sup>

- 10 theory-oriented and/or methodology and practical skills courses;
- Supervision of dissertation by a member of the KLI faculty;
- Completion and successful defense of the Ph.D. thesis.

<sup>1</sup>As of the academic year 2008-2009 the basic courses 'How to Present' and 'Writing English for Publication' are no longer offered in the KLI teaching program. All institutes participating in the KLI (UVA, VU, RuG, UL and UU) now offer a research master program in which students have sufficient opportunities to learn these skills. Most new Ph.D. students of the KLI are expected to have completed a research master.

*For Ph.D. students who became a KLI member after September 1<sup>st</sup> 2008, the courses 'How to Present' and 'Writing English for Publication' are no longer a prerequisite to obtain the KLI-certificate.*

*For Ph.D. students who were already a KLI member prior to September 1<sup>st</sup> 2008, completion of a course in writing scientific English and presenting research remains a prerequisite to obtain the KLI certificate.* Dispensation can be asked for at the KLI-office, on the basis of one of the following:

- a. a completed Research Master at one of the institutes participating in the KLI (UvA, VU, RuG, UL and UU);
- b. a completed Research Master at another institute, on the condition that teaching in writing scientific English and presenting research was part of the curriculum;
- c. for writing scientific English: a completed English language Master;
- d. establishing in some other way that the Ph.D. student has acquired these skills, for example, by means of:
  - a certificate of participation in a relevant course on at least the level of a Research Master
  - with respect to writing scientific English: an English language manuscript written (mostly) by the Ph.D. student, with a statement of one of the supervisors that the Ph.D. student masters these skills.

<sup>2</sup> KLI members who have completed the KLI course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.

### **Request for further information**

Questions about courses should be addressed to Anouk Evers:  
a.k.evers@uva.nl.

## Addresses of participating universities

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### **VU University Amsterdam**

Van der Boechorststraat 1  
1081 BT Amsterdam

- Department of Social Psychology  
T: +31 (0)20 598 8865 F: +31 (0)20 598 8921
- Department of Work & Organizational Psychology  
T: +31 (0)20 598 8700 F: +31 (0)20 598 8702

### **University of Amsterdam**

Roetersstraat 15  
1018 WB Amsterdam

- Department of Social Psychology  
T: +31 (0)20 525 6890 F: +31 (0)20 639 1896
- Department of Work & Organizational Psychology  
T: +31 (0)20 525 6860 F: +31 (0)20 639 0531

### **University of Groningen**

Grote Kruisstraat 2/1  
9712 TS Groningen

- Department of Social & Organizational Psychology  
T: +31 (0)50 363 6386 F: +31 (0)50 363 4581
- Department of Experimental & Work Psychology  
T: +31 (0)50 363 6472
- Department of Differential Psychology, Methodology & History  
T: +31 (0)50 363 6340

### **Leiden University**

P.O. Box 9555  
2300 RB Leiden

- Department of Social & Organizational Psychology  
T: +31 (0)71 527 3705 F: +31 (0)71 527 3619

### **Utrecht University**

P.O. Box 80140  
3508 TC Utrecht

- Department of Social & Organizational Psychology  
T: +31 (0)35 253 4794 F: +31 (0)35 253 7584

## Basic Courses

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### *Introductory Courses for first-year Ph.D. students*

<b>Title:</b>	<b>Introduction to the Kurt Lewin Institute</b>
<b>Teaching staff:</b>	Prof.dr. Jens A. Förster (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Ernestine H. Gordijn (RuG), drs. Elze G. Ufkes (RuG), drs. Serena R.S. Does (UL), dr. Lotte F. van Dillen (UU)
<b>Type of course:</b>	Basic course
<b>Date:</b>	November 19, 2009
<b>Duration:</b>	11.00 am - 16.30 pm (drinks afterwards)
<b>Location:</b>	University of Amsterdam
<b>Language:</b>	Dutch or English (depending on participants)
<b>Content:</b>	The aim of this introduction is two-fold. First, new Ph.D. students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program will be outlined. The second purpose of this meeting is to introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students.
<b>Format:</b>	In the morning the Executive Committee of the KLI will offer an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project will share their research and project management experiences and their plans for the future. In the afternoon, participants are asked to introduce their own research projects and will prepare a brief presentation in small groups. Here, we will focus on the introduction of research programs to scientific and laymen audiences.

<i>Title:</i>	<b>How to Publish and Review</b>
<i>Teaching staff:</i>	Prof.dr. Paul A.M. van Lange (VU), prof.dr. Caryl E. Rusbult (VU), prof.dr. Carsten K.W. de Dreu (UvA)
<i>Type of course:</i>	Basic course
<i>Date:</i>	March 15-16, 2010
<i>Duration:</i>	2 days
<i>Location</i>	VU University Amsterdam (day 1) and University of Amsterdam (day 2)
<i>Language:</i>	English
<i>Content:</i>	<p>The focus of Day 1 (van Lange &amp; Rusbult) is on how to publish research articles. The objective is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing are (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews).</p> <p>The focus of Day 2 (de Dreu) is on how to review a paper that is submitted for publication. The main topics are (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there will be ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who have completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.</p>
<i>Format:</i>	Participants are expected to actively participate in each meeting. Day 1 (publishing) asks each participant to write part of an introduction to be discussed during the course, and Day 2 (reviewing) asks each participant to write and submit a review of a manuscript prior to the meeting.
<i>Literature:</i>	To be announced.

## Methodology and Practical Skills Courses

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<i>Title:</i>	<b>Methodological Seminars</b>
<i>Teaching staff:</i>	Dr. Marcello Gallucci (University of Milano-Bicocca, Italy), dr. Wilco W. van Dijk (UL)
<i>Type of course:</i>	Methodology courses
<i>Date:</i>	September 23 and 24, 2009
<i>Duration:</i>	2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00 - 5.00 pm (seminar 3)
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	English
<i>Content:</i>	The seminars consist of the following three meetings:

### **1. When in Doubt, Regress: Using regression to analyze experimental designs with nominal and continuous independent variables, covariates, and interaction effects**

Date: September 23, 2009

In this class we review the general linear model as applied to various research designs and problems. We discuss how regression can solve these problems when properly used. We discuss a general way to use regression to obtain effect sizes and hypothesis testing for ANOVA and ANCOVA, path analysis, and model with interactions between continuous and nominal variables.

### **2. A Mix Within: Mixed models, random effect models, and hierarchical linear models applied to within-subject and repeated measures designs**

Date: September 24, 2009

In this class we review theory and applications of the general mixed model, with fixed and random effects, as it applies to different repeated measure designs. The student will get familiar with the classical toolbox associated with the regression/ANOVA approach (i.e. simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts), in the case of clustered data in a repeated measure form. Examples of further applications (not in the experimental field) are also discussed.

### **3. Just Do It: Application of the general linear model and mixed models to real experimental data**

Date: September 24, 2009

In this class we review statistical and methodological problems submitted by KLI Ph.D. students of particular importance, relevance, or interest. Examples are focused on the mixed model (HLM, random effect models), and on mediation and moderation effects. Nonetheless, participants are kindly requested to contact the teacher to present their statistical problems and/or solutions met in their own research activity.

<i>Title:</i>	<b>Programming Experiments in Authorware</b>
<i>Teaching staff:</i>	Drs. Daniël Lakens (UU), drs. Chris P. Reinders Folmer (UvT), dr. Jan-Willem van Prooijen (VU)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	October 1, 2009
<i>Duration:</i>	One 1-day meeting preceded by one day of self-study
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Content:</i>	<p>Nowadays the computer has become an indispensable tool for research in social psychology. Allowing experimental control and ease of data collection, most experiments are administered through a computer. Programming experiments, however, can be problematic – both for graduates and for more experienced researchers.</p> <p>The present course will teach participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills.</p> <p>This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in learning the possibilities of Authorware and/or improving their programming skills. The workshop consists of two parts: a plenary workshop meeting and a self-study part before the meeting. During the first part of the meeting participants are introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments.</p>



During the second part of the meeting advanced possibilities of the program will be shown, such as enabling communication between cubicles, advanced visual interfaces, using E-Prime and Authorware together and the benefits of using more advanced functions and variables. Furthermore, participants are invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.

A workbook and goodie bag is given after attending the workshop. By working through the workbook and completing exercises, novice programmers learn the basics of Authorware and more advanced users will expand the possibilities for future experiments. The teaching staff will be available for any questions through e-mail and instant messenger for people who chose to work through the workbook after the workshop.

*Literature:* Lakens, D. (2005). Authorware Guide for Experiments. Available online from the author's website.

*Title:* **Pursuing a career in or outside science**

*Teaching staff:* Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and guest teachers (to be announced later)

*Type of course:* Practical course

*Date:* Day 1: November 30, 2009. Day 2: January 26, 2010.

*Duration:* 2 days. First part: 1 day (theory and data, analysis of own career development goals, assignments for second part)  
Second part: 1 day (preparing a cv for 'external' use, how to present yourself to different employers)

*Enrollment:* Please note: The two parts are integrated into a single course. It is not possible to participate in one of the two parts only. Maximum number of participants: 25.

*Location:* Leiden University

*Language:* Dutch or English (depending on participants)

**Content:**

The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.

This course consists of two parts. The first part is intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern include setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants will first be reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. The aim of this part of the course is for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

The second part of the course takes place a few weeks later, after students have had time to further consider their own career goals in view of what they have learned during the first part of the course. The second part more explicitly addresses different career possibilities inside and outside science. This part of the course focuses on how the skills acquired during their Ph.D. trajectory may be valued in different types of careers.

In this part of the course students practice how to present their skills and achievements to others, and how this can help them find a job outside the university. Practicing this orally and in writing, and receiving feedback from the course teachers and other students will help learn more about the things to consider when pursuing a professional career in different types of organizations.

<i>Title:</i>	<b>Hierarchical Linear Modeling: A guided tour</b>
<i>Teaching staff:</i>	Dr. Leoniek Wijngaards-de Meij and colleague (UU), dr. Catrin Finkenauer (VU), prof.dr. Tom Postmes (RuG)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	January 19-20, 2010
<i>Duration:</i>	2 days, 10.00 am - 5.00 pm
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Content:</i>	<p>In social psychological research researchers are increasingly confronted with different levels of nesting. People can be nested in dyads or groups, individual responses may be nested in individuals, and to make matters even more complicated, answers may be nested in individuals and individuals may be nested in dyads or groups. These types of data require Hierarchical Linear Modeling (HLM), also known as multilevel analysis. HLM not only corrects for the dependency of the data (avoiding spurious significant results), it also enables the researcher with numerous possibilities (e.g., the inclusion of predictors of multiple levels, studying individual patterns of change over time, and studying actor and partner effects all in one design).</p> <p>In social science research, HLM is increasingly the standard for dealing with nested data. Researchers typically do not realize how often data is nested: HLM can be applied on all data with interdependence issues, including group research, research on dyads, repeated measures and time-lagged analyses (where it can handle missing values more effectively than other methods) and even meta-analyses.</p>

As HLM increases in popularity, it increasingly becomes part of the standard skills of social psychology researchers. This workshop is designed to give participants a practical introduction to the main concepts and principles of HLM, including hands-on experience of conducting various multilevel analyses using HLM software (mostly SPSS).

During the two-day workshop participants will learn to translate a social scientific theory involving different levels of nesting into a statistical model and to analyze whether the model fits the data. The emphasis of this workshop is on the methodology of HLM rather than on its statistical backgrounds, and on the use of SPSS (and potential other software) for HLM analyses. To get most out of the workshop, participants should have a reasonable working knowledge of multiple regression and/or general linear model analyses, but no previous experience of HLM is required.

*Format:* Day 1 & 2: Morning: Conceptual issues  
Afternoon: Exercises

*Title:* **Conducting Organizational Research**

*Teaching staff:* Prof. dr. Bernard A. Nijstad (UvA), dr. Lindred L. Greer (UvA), dr. Astrid C. Homan (VU), drs. Joyce Rupert, prof.dr. Gerben S. van der Vegt (RuG), prof.dr. Janka Stoker (RuG), dr. Cathy van Dijk (VU), prof.dr. Annelies E.M. van Vianen (UvA), prof.dr. Deanne den Hartog (UvA), prof.dr. Aukje Nauta (UvA), others.

*Type of course:* Methodology course

*Date:* March 26, 2010

*Duration:* 1 day, 11.00 am – 5.00 pm

*Location:* University of Amsterdam

*Language:* English

*Content:* KLI members are often interested in conducting organizational research, in which employees and/or managers of one or more organizations participate as respondents. This is true for researchers in the different work/organization psychology departments, but also for social psychologists who are often interested in testing their theories outside the laboratory.

This workshop is aiming to provide researchers with the tools to successfully conduct field research in organizations in the Netherlands. We aim to do this through incorporating both scientific experts and managers in a series of lectures, panels and interactive sessions to address the most common problems faced by academics when trying to conduct organizational research.

One problem that many researchers encounter when trying to conduct organizational research is to obtain permission and commitment from one or more organizations to participate in their research. Furthermore, once permission is obtained, it can be difficult to keep organizations interested. Many researchers have the experience that, after putting in much effort contacting organizations and talking to managers, organizations withdraw for a variety of reasons (e.g., a higher manager is not interested, other priorities come up).

A dominant theme underlying these issues is getting organizations to buy in to the value of collaboration with academic researchers. Organizations might not see the value in conducting research within their organization, and of course participating in research costs time. Second, the aim of researchers usually is to test theories, whereas organizations are more interested in how to deal with problems they encounter. Third, organizations often do not like to have outsiders in their organization.

The aim of the workshop is to provide researchers with the tools to conduct high quality organizational research. The main aim is to train researchers in how to contact organizations, how to obtain permission, how to create commitment, and how to maintain this commitment throughout (and after) the research project. Using theoretical and practical sessions, participants will learn how to effectively sell their research to organizations.

*Format:* We will first address questions regarding what good organizational research entails. Several experienced researchers will discuss their experiences in conducting organizational research.

Next, participants will have the opportunity to discuss their own experiences when conducting organizational research with a panel of academic experts and organizational managers (who have experience with working with academic researchers). Participants will finally develop a concrete organizational research project they would like to implement in the future, under the supervision of KLI experts.

- Literature:* Buchanan, D., Boddy, D., & McCalman, J. (1988). Getting in, getting on, getting out and getting back. In A. Bryman (Ed.), *Doing research in organizations* (pp. 53-67). London: Routledge.
- Matthiessen, J. & Richter, A. W. (2007). Gaining access to organizations: Foot in the door... or door in the face? *The Psychologist*, 20(3), 144-147.

*Title:* **Introduction to Structural Equation Modelling (using EQS)**

*Teaching staff:* Dr. Bertjan Doosje (UvA)

*Type of course:* Methodology course

*Date:* May 17, 2010

*Duration:* 1 day

*Location:* Leiden University

*Language:* English

*Content:* Structural equation modelling (SEM) has become an important new statistical tool to analyze (social) psychological data. It can be used to analyze large correlational datasets. However, it is also possible to test different models in experimental research (given a large sample size per cell).

This one-day workshop provides an introduction to SEM. In the first part of the workshop, we will outline the conditions under which to use and not to use SEM. As such, we discuss the benefits and limitations of SEM. In the second part of the workshop, we will briefly introduce one of the computer programs that is available to run SEM-analyses, namely EQS. In the third and final part of this workshop, each participant will have access to a computer, and receives a dataset and an assignment to run some EQS-analyses themselves.

*Literature:* To be read BEFORE the workshop:  
 Doosje, B. (2006). EQS-manual for beginners, Version 1.  
 Field, A. (2006). Structural Equation Modelling (SEM). From his website.  
 Pennekamp, S.F., Doosje, B., Zebel S. and Fischer, A.H. (2007). The Past and the Pending: The Antecedents and Consequences of Group-Based Anger in Historically and Currently Disadvantaged Groups. *Group Processes & Intergroup Relations*, 10(1), 41–55.

*Title:* **Applying Psychophysiological Measures to Social Psychological Research**

*Teaching staff:* Dr. Mark Rotteveel (UvA), dr. Daan Scheepers (UL)

*Type of course:* Methodology course

*Date:* June 7 and 8, 2010

*Duration:* 2 days

*Location:* Leiden University

*Language:* Dutch or English (depending on participants)

*Content:* The aims with the current workshop are two-fold. The first is to make the participants actively think about what psychophysiology can add to their research. More specifically, the focus will be on what kind of measure (e.g., ECG vs. EEG) fits best with what kind of research question. The second aim is to get a flavour of what it is to work with psychophysiological measures (e.g., participant preparation, data-acquisition, filtering, analysis). To this end we will go into the lab to take measurements (ECG, EMG, GSR, EEG, and ERP) after which we will learn about the basics of data-analysis. Although after the workshop the participant will not be a full-trained psychophysiologicalist, he or she should have a clear insight in what social psychophysiology can add to his or her project, as well as an impression of all practicalities around taking psychophysiological measurements.

*Literature:* Blascovich, J. (2000). Psychophysiological methods. In H.T. Reis, H., & C.M. Judd (Eds.). *Handbook of research methods in social psychology* (pp. 117-137). Cambridge UK: Cambridge University Press.

- Cacioppo, J.T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *The American Psychologist*, 57(11), 819-830.
- Vrana, S. R., & Rollock, D. (1998). Physiological response to a minimal social encounter: Effects of gender, ethnicity, and social context. *Psychophysiology*, 35, 462 – 469.
- Winkielman P. & Cacioppo, J. T. (2001). Mind at ease puts a smile on the face: Psychophysiological evidence that processing facilitation elicits positive affect. *Journal of Personality and Social Psychology*, 81, 989–1000.



## Research Group Meetings

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**Title:** **Social Cognition Research Meetings**

**Teaching staff:** Coordinators: prof.dr. Gün R. Semin, prof.dr. Henk Aarts (UU), prof.dr. Ernestine H. Gordijn (RuG), prof.dr. Jens A. Förster (UvA)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on February 11-12, 2010. Second meeting on June 3-4, 2010 (see page 27).

**Duration:** 2 days per meeting, 10.00 am - 5.00 pm

**Location:** First meeting at Utrecht University, second meeting at University of Amsterdam.

**Language:** English

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

**Title:** **Interpersonal Processes Research Meetings**

**Teaching staff:** Coordinators: dr. Catrin Finkenauer (VU), dr. Michael Häfner (UU)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on September 28-29, 2009 (see page 28). Second meeting on March 4, 2010.

**Duration:** 1 or 2 days per meeting, 10.00 am - 5.00 pm

**Location:** First meeting at VU University Amsterdam, second meeting at Utrecht University.

**Language:** Dutch or English (depending on participants)

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

**Title: Group and Organizational Processes Research Meetings**

**Teaching staff:** Coordinators: dr. Wolfgang Steinel (UL), dr. Lindy Greer (UvA)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on October 2, 2009. Second meeting to be announced.

**Duration:** 1 or 2 days per meeting, 10.00/11.00 am – 5.00 pm

**Location:** University of Amsterdam or Leiden University. First meeting at Leiden University.

**Language:** Dutch or English (depending on participants)

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

**Title: Group Processes and Intergroup Relations Research Meetings**

**Teaching staff:** Coordinators: dr. Bertjan Doosje (UvA), dr. Martijn van Zomeren (RuG), dr. Belle Derks (UL)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on October 29-30, 2009. Second meeting to be announced.

**Duration:** 2 days per meeting

**Location:** Rotating, first meeting at University of Groningen.

**Language:** English

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

## Theory-oriented Workshops

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<i>Title:</i>	<b>Social Cognition: Current directions in self regulation research</b>
<i>Teaching staff:</i>	Prof.dr. Tory Higgins (Columbia University New York), prof.dr. Jens A. Förster (UvA), prof.dr. Ernestine H. Gordijn (RuG)
<i>Type of course:</i>	Workshop Research Group "Social Cognition"
<i>Date:</i>	June 3-4, 2010
<i>Duration:</i>	2 days, 10.00 a.m. - 5.00 p.m.
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	English
<i>Content:</i>	One of the most recent directions in social cognition is its integration with self regulation theories and motivational science. Most prominently, Tory Higgins triggered this paradigm shift. At least four integrative theories enriched our understanding of human behaviour, namely, self discrepancy theory, self regulatory focus theory, regulatory fit theory and regulatory mode theory. These theories led to both an explosion of research on the interface between motivation and social cognition and a variety of motivational models designed to explain human cognition, affect, and behaviour, attesting to the fertility and richness of self regulation approaches. The workshop focuses on these recent developments and their significance for social cognition and psychology as a whole.
<i>Format:</i>	<i>Day 1:</i> After introducing participants and teachers, Professor Higgins will present an overview of the current theories and will describe his different approaches and recent findings. In his talk, he will discuss the differences and the commonalities among the recent models. Participants are requested to read key papers, and to prepare questions for him. His talk will last for about 1.5 hours and will be followed by an extensive discussion. Then all participants (including the teaching staff) will split in subgroups discussing the pros and cons of a motivational approach towards social cognition. What is the difference between motivation and cognition? Can cognition explain behaviour? What are the principles of motivational science?

At the end of the day, subgroups will present their conclusions in a plenary discussion.

*Day 2:* On the second day, the teaching staff will address more specific topics concerning hot issues in the domain of the motivation/cognition interface. Specifically, in the morning Professor Higgins will outline the most pressing current issues and will point to important future directions of self regulation models. In the afternoon, students whose research is related to the topic of the workshop will be invited to give presentations. Students and teaching staff will discuss the relation between their own work and Professor Higgins' issues raised during his overview.

*Literature:* To be announced.

*Title:* **Connecting with others: The benefits and perils of interpersonal bonds**

*Teaching staff:* Dr. Michael Norton (Harvard Business School), dr. Catrin Finkenauer (VU), dr. Michael Häfner (UU)

*Type of course:* Workshop Research Group "Interpersonal Processes"

*Date:* September 28-29, 2009

*Duration:* 2 days, 10.00 a.m. - 5.00 p.m.

*Location:* VU University Amsterdam

*Language:* English

*Content:* The workshop deals with the different ways that the fundamental human need to connect with others can have good outcomes (higher well-being) and bad outcomes (a broken heart). Within this setting, a particular focus will be in understanding two areas of research: one which investigates the ways in which people's sometime inflated expectations for their close relationships can leave them disappointed, and one which explores how investing in others rather than oneself can lead to greater happiness. The aim of this workshop is to provide participants with an understanding of recent developments in the theories and empirical findings on social connection, and to attempt to integrate conflicting findings demonstrating good and bad outcomes of such connections. Additionally, this workshop seeks to provide both theoretical and methodological suggestions for participants' own research.

Format: *Day 1:* After a brief introduction of participants and teachers, Dr. Norton (Harvard Business School) will address his latest research on close relationships, focusing on his work showing that “familiarity breeds contempt” – despite the fact that people believe that knowing others better leads to great liking, on average, people are liked less the more is known about them. Dr. Norton will also discuss an intervention designed to alleviate this problem, a “Virtual Date” interface used in online dating.

In the afternoon, students will give presentations. Beforehand, students are asked to submit a brief abstract of their research. Based on these abstracts, students whose research is most closely related to the topic of the morning presentation will be invited to give a presentation. Students may comment on the relationship between their own work and Dr. Norton’s work if it makes sense to do so. Participants will get detailed feedback from Dr. Norton and the other participants of the workshop.

*Day 2:* During the second day Dr. Norton will present his latest research on the relationship between money and happiness. In particular, he will review his recent and ongoing research demonstrating that while spending money on oneself does not lead to greater happiness, spending money on others – prosocial spending – does lead to reliable increases in happiness. More broadly, Dr. Norton will review several streams of his research, each designed to uncover behaviors in which people can engage in order to increase their well-being.

Again, after this presentation, workshop participants will be invited to present their own research (that they submitted previously). Again, we will try to come up with a thematically coherent program. Also on this day, extensive feedback on the student’s work will be of central interest. Furthermore, if time permits, small groups of students will discuss how the presented research may be applicable to their own research. Based on this discussion, each group of participants will present a research idea relevant to the material presented in the workshop.

This will be followed with a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants can learn from this for their own research endeavors.

*Literature:*

Articles by the invited guest, for example:

Dunn, E.W., Aknin, L.B., & Norton, M.I. (2008). Spending money on others promotes happiness. *Science*, 319, 1687-1688.

Norton, M.I., Frost, J.H., & Ariely, D. (2007). Less is more: The lure of ambiguity, or why familiarity breeds contempt. *Journal of Personality and Social Psychology*, 92, 97-105.

*Title:*

**Grounded Cognition**

*Teaching staff:*

Dr. Lera Boroditsky (Stanford University), prof.dr. Gün R. Semin, drs. Daniël Lakens, drs. Hans Ijzerman (UU)

*Type of course:*

Workshop

*Date:*

November 23-24, 2009

*Duration:*

2 days

*Location:*

Utrecht University

*Language:*

English

*Content:*

The workshop focuses on grounded cognition. The two-day program includes a total of 4 keynote addresses on the topics of: (1) language & cognition, (2) sensation & perception, (3) cultural cognition, and (4) culture, language, and representation. In addition to these keynotes, Ph.D. students will be given the opportunity to present their own work related to the topic of the workshop and will receive constructive feedback from the teaching staff and other participants. The number of presentations will be limited in order to have sufficient time for interaction with the attendees. Furthermore, on the second day of the workshop, Ph.D. students will work in subgroups to develop research ideas related to the topic of the workshop and present these ideas to all participants. Finally, both days will be concluded by closing statements of a member of the teaching staff and by a plenary discussion. The workshop tries to attract Ph.D. students and advanced researchers from social, work, and organizational psychology.

*Program:* Day 1: Language & Culture  
 10.00-10.45: Introductory Lecture Cultural Cognition (Gün R. Semin)  
 11.00-12.00: Main Lecture I: Culture, Language, & Representation (Lera Boroditsky)  
 12.00-12.30: Discussion  
 12.30-13.45: Lunch  
 13.45-14.30: Student presentations  
 14.30-14.45: Break  
 14.45-15.45: Student presentations  
 15.45-16.00: Break  
 15.45-16.30: Subgroups working on developing research ideas  
 16.30-17.00: Closing Statements and Plenary Discussion (Lera Boroditsky)

Day 2: Metaphor, Sensation, & Perception

10.00-11.00: Main Lecture II: Language & Thought (Lera Boroditsky)  
 11.00-11.30: Discussion  
 11.30-12.30: Presentations by Ph.D. students  
 12.30-13.45: Lunch  
 13.45-14.30: Presentations by Ph.D. students  
 14.30-16.30: Student presentations - research ideas  
 16.45-17.30: Keynote Sensation & Perception (TBA)  
 17.30-18.00: Closing Statements and Plenary Discussion (Lera Boroditsky)

*Literature:* To be announced (± 5 articles).

*Title:* **A philosophical view on emotion and consciousness research**

*Teaching staff:* Prof.dr. Jesse J. Prinz (City University of New York, USA),  
 dr. Kirsten I. Ruys (UU)

*Type of course:* Workshop

*Date:* spring 2010, exact date to be announced

*Duration:* 2 days

*Language:* English

*Location:* Utrecht University

*Content:* Emotion and consciousness are two fundamental topics in psychology. Also in social psychology these topics have become increasingly important. For example, social psychological researchers often make claims regarding the conscious or unconscious nature involved in (social) psychological processes. However, before we can make these claims, we should know more about the phenomenon consciousness itself. As a research professor in philosophy, Dr. Jesse Prinz has an objective, original, and refreshing take on emotion and consciousness research that connects well with topics that are of interest to social psychologists, such as embodiment. He publishes widely in top-tier journals in the domain of consciousness, emotion and cognition about these issues.

*Format:* *Day 1:* On the first day of this workshop, Dr. Prinz will talk about his view on emotion research, namely that emotions are a form of perception. The core idea that he will defend is that emotions are conscious or unconscious perceptions of patterned changes in the body. He argues that people detect changes in organism/environment relations by monitoring bodily states. Emotions are somatic, but also fundamentally semantic. Dr. Prinz will present empirical research that are supportive of this view.

*Day 2:* On the second day of the workshop, Dr. Prinz will outline his neuroscientific take on consciousness. He will discuss research that address the following questions: What are the contents of conscious experience? Where in the brain does consciousness arise? How do certain states come to be conscious? How could certain physical states possibly be experienced? What are the psychological or neuronal mechanisms or processes that distinguish conscious states from unconscious states? Under what conditions do the states that are potentially conscious become conscious? Why do we have conscious states? And finally, who is conscious? Answering these questions will help to solve the hard problem: the interaction between body and mind.



In both afternoons, KLI students will be given the opportunity to present their research related to emotions and consciousness. Beforehand, students are asked to submit a brief outline of their research. Based on these outlines, students whose research is most closely related to the topics of the workshop will be invited to give a presentation.

*Literature:* Prinz, J. (2004). Emotions embodied. In R. C. Solomon (Ed.). Thinking about feeling. New York: Oxford University Press.

Prinz, J. (2007). A neurofunctional theory of consciousness. In A. Brook and K. Akins (Eds.) Philosophy and neuroscience (pp. 381-396). Cambridge: Cambridge University Press.

*Title:* **From theory to practice - A focus on theoretical insights in the area of prejudice, discrimination and intergroup relations and ways of applying these insights as well as social psychological research in general in a practical context**

*Teaching staff:* Prof.dr. Jack F. Dovidio (Yale University, USA), dr. Katherine E. Stroebe (RuG), prof.dr. Naomi Ellemers (UL)

*Type of course:* Workshop

*Date:* May 27-28, 2010

*Duration:* 2 days

*Location:* Leiden University or University of Groningen

*Language:* English

*Content:* Social psychologists spend a considerable amount of time studying social psychological processes that are considered representative of mechanisms taking place within society. Whereas this statement may seem very self-evident, it is surprising how little theoretical knowledge is 'transferred back' to society and applied in practice – despite the fact that there is considerable interest in our theoretical knowledge and expertise. Also this knowledge has the potential to provide important practical insights that, if applied, could possibly prevent some practical mishits. It would seem that researchers have trouble translating their theoretical insights into knowledge that can be used by, for example, policy makers, the press or organizations.

One aim of the present workshop is to focus on this issue. Specifically, we consider the following questions: How can theoretical knowledge be applied in a practical context (i.e., how can we help 'real people' with 'real problems')? How can one most effectively approach policy makers and translate theoretical insights into something that is both interesting and useful to them. How can we best address the press to ensure that our research is both accurately represented and interesting for a broader audience? Dr. Dovidio has extensive expertise in this area and a strong interest in making his theoretical knowledge known to a broader audience as well as translating his theoretical work on, for example, prejudice and discrimination into practical societal applications. Part of this workshop will focus on a topic with considerable potential for practical applications: The processes underlying prejudice, discrimination and intergroup relations in general, and specifically Dr. Dovidio's work in this area. Prejudice and discrimination are pervasive phenomena within society that have far ranging consequences for members of disadvantaged groups. In his research Dr. Dovidio considers ways in which these categorizations can be changed and representations of the self and other can be modified to reduce prejudice and discrimination. Specifically he focuses on preferences of majority and minority groups for different forms of representation and considers implications thereof for the content of intergroup interactions and possibilities of social change towards equality. His theoretical insights will provide a basis for later discussions concerning ways of applying research in practice: Dr. Dovidio will present some of his theoretical work with a focus on studies (e.g., interventions) conducted in practical setting on the first day, and focus on applying theory and approaching the press and policy makers on the second day.

*Format:* The first day of this workshop will largely focus on theoretical insights in the area of prejudice, discrimination and intergroup relations, with emphasis on the work of Dr. Dovidio. Dr. Dovidio will not only outline his theoretical work in the area but also focus on how he has translated this work into practical interventions.

The second day will consider aspects relevant to applying social psychology in practice. During both days participants will complete practical assignments (which are in part prepared before the workshop).

*Day 1:* In the morning session of day 1, Dr. Dovidio will present his theoretical work in the area of prejudice, discrimination and intergroup relations. In the afternoon session some (a priori) selected participants will present relevant work. Also participants will work in groups to design a practical intervention relating theoretical insights to address a societal problem (prepared via prior reading and application to a relevant Dutch situation).

*Day 2:* In the morning session of day 2, Dr. Dovidio will give a presentation on practical applications of social psychological research - focusing on how to approach and communicate with the press and policy makers. In the afternoon session participants will work in groups to focus on two tasks. Firstly they will comment on as well as receiving feedback from the instructors on the press articles they have written about their own research. Secondly they will be encouraged to think of applications of their own research that will culminate in presentations focused on addressing commissioners or policy makers.

*Preparation:* Literature (to be announced nearer the date), self sought newspaper/internet article to reflect societal problem discussed in literature, read advice on how to write and example of press release, write press release about own research.

## Joint Seminars

- Title:** **Virtual Reality as a Tool for Psychological Research**
- Teaching staff:** Prof.dr. Daniël H.J. Wigboldus (BSI), drs. Ron Dotsch (BSI), prof.dr. Ernestine H. Gordijn (KLI)
- Type of course:** Joint seminar. This workshop is a collaboration between the BSI and KLI.
- Date:** February 18-19, 2010
- Location:** Radboud University Nijmegen, Behavioural Science Institute (BSI)
- Duration:** 2 days
- Language:** Dutch or English (depending on participants)
- Content:** The aims of this workshop are: (1) To get acquainted with the possibilities that Virtual Reality (VR) technology has to offer for research in behavioral sciences (including social psychology). (2) To critically assess the use of this technology for this kind of research. (3) To discover what possibilities VR technology offers for your own research.
- Format:** *Day 1:* on day 1, an overview will be presented of research in psychology in which VR technology is used. A critical assessment of the possibilities will be based on the paper of Blascovich et al. (2002, Psychological Inquiry) and the reactions on this paper by participants (participants are requested to read this paper before the workshop). In the afternoon participants will split in subgroups and discuss how VR technology can be used in social psychological research and evaluate advantages and disadvantages of using this technology in research as compared to other methods. The results of this discussion will be presented to the group.
- Day 2:* on day 2, Ron Dotsch will give a detailed description of the technological possibilities of VR. He will focus on questions such as: What are currently the possibilities in the Netherlands in general and Nijmegen in particular? What kind of research can be conducted? What has to be programmed and how does this work? One of the BSI modellers will show how three-dimensional models are built. The morning will end with a demonstration of the current possibilities and examples of research conducted in the RIVERlab in Nijmegen.

In the afternoon, participants will briefly present their research and will indicate how VR technology can be used to improve the research in question. The staff will comment on presented ideas, mainly focusing on feasibility of the presented solution and the question of whether VR technology is really necessary to tackle the particular research question.

*Literature:* To be announced.

## Faculty of the KLI (full members)

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<b>Name</b>	<b>Institute</b>	<b>Department</b>
Prof.dr. H. Aarts	UL	Psychology, S&O
Dr. B. Beersma	UvA	Psychology, W&O
Dr. I. van Beest	UL	Psychology, S&O
Prof.dr. K. van den Bos	UL	Psychology, S&O
Prof.dr. A.P. Buunk	RuG	Psychology, S&O
Dr. R. Custers	UL	Psychology, S&O
Dr. J. Degner	UvA	Psychology, Social
Dr. B. Derks	UL	Psychology, S&O
Prof.dr. E. van Dijk	UL	Psychology, S&O
Dr. W.W. van Dijk	VU	Psychology, Social
Prof.dr. A. Dijkstra	RuG	Psychology, S&O
Dr. B. Doosje	UvA	Psychology, Social
Prof.dr. C.K.W. de Dreu	UvA	Psychology, W&O
Prof.dr. N. Ellemers	UL	Psychology, S&O
Dr. C. Finkenauer	VU	Psychology, Social
Prof.dr. A.H. Fischer	UvA	Psychology, Social
Prof.dr. H. van der Flier	VU	Psychology, W&O
Prof.dr. J.A. Forster	UvA	Psychology, Social
Prof.dr. E.H. Gordijn	RuG	Psychology, S&O
Dr. M. Hafner	UL	Psychology, S&O
Dr. M.J.J. Handgraaf	UvA	Psychology, W&O
Dr. F. Harinck	UL	Psychology, S&O
Dr. F. van Harreveld	UvA	Psychology, Social
Dr. A.H.B. de Hoogh	UvA	Psychology, W&O
Prof.dr. K.A. Jehn	UL	Psychology, S&O
Dr. K.J. Jonas	UvA	Psychology, Social
Dr. G.A. van Kleef	UvA	Psychology, Social
Dr. U.-C. Klehe	UvA	Psychology, W&O
Dr. E.S. Kluwer	UL	Psychology, S&O
Dr. S.L. Koole	VU	Psychology, Social
Dr. C. van Laar	UL	Psychology, S&O
Dr. A.H. de Lange	RuG	Psychology, S&O
Prof.dr. P.A.M. van Lange	VU	Psychology, Social
Prof.dr. R.W. Meertens	UvA	Psychology, Social
Prof.dr. S. Otten	RuG	Psychology, S&O
Prof.dr. J.P.L.M. van Oudenhoven	RuG	Psychology, S&O
Prof.dr. K.I. van Oudenhoven-van der Zee	RuG	Psychology, S&O
Prof.dr. J. van der Pligt	UvA	Psychology, Social

<b>Name</b>	<b>Institute</b>	<b>Department</b>
Prof.dr. T. Postmes	RuG	Psychology, S&O
Dr. J.-W. van Prooijen	VU	Psychology, Social
Prof.dr. B. de Raad	RuG	Psychology, DPMG
Dr. M. Rotteveel	UvA	Psychology, Social
Prof.dr. C.E. Rusbult	VU	Psychology, Social
Prof.dr. K. Sassenberg	RuG	Psychology, S&O
Dr. D.T. Scheepers	UL	Psychology, S&O
Prof.dr. G.R. Semin	UL	Psychology, S&O
Dr. H.J.A.M. Staats	UL	Psychology, S&O
Dr. T.K. Stahl	UL	Psychology, S&O
Dr. L. Steg	RuG	Psychology, E&A
Dr. W. Steinel	UL	Psychology, S&O
Dr. M. Stel	UL	Psychology, S&O
Prof.dr. W. Stroebe	UL	Psychology, S&O
Prof.dr. A.E.M. van Vianen	UvA	Psychology, W&O
Prof.dr. E. van de Vliert	RuG	Psychology, S&O
Dr. R.E. de Vries	VU	Psychology, W&O
Dr. B.M. Wisse	RuG	Psychology, S&O
Prof.dr. N.W. van Yperen	RuG	Psychology, S&O
Dr. M. van Zomeren	RuG	Psychology, S&O

## Appendix - Overview teaching program 2009-2010

	2009				2010							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
<b>KLI conference</b>								15-16				
<b>Basic courses</b>												
Introduction			19									
How to Publish and Review							15-16					
<b>Methodo. and pract.</b>												
Methodological Seminars	23-24											
Authorware		1										
Pursuing a Career			30		26							
Hierarchical Linear Modeling					19-20							
Conducting Org. Research							26					
SEM using EQS									17			
Psychophysiol. Measurements										7-8		
<b>Theory-oriented</b>												
Social Cognition						11-12						
- Current directions in self regulation research										3-4		
Interpersonal Processes							4					
- Connecting with others	28-29											
Group & Organizational Proc.		2										
Group Proc. & Intergroup Rel.		29-30										
Grounded Cognition			23-24									
A philosophical view on emotion and consciousness research								2 days in spring				
From theory to practice...									27-28			
<b>Joint seminars</b>												
Virtual Reality						18-19						

xx = month is known, specific date to be announced (x = 1 day xx = 2 days)