

Kurt Lewin Institute Teaching Program 2012-2013

2012-2013 1st Semester (September – December 2012)

Basic Courses

Introduction to the Kurt Lewin Institute

Teaching staff

Prof.dr. Jens Förster (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Linda Steg (RuG), drs. Iris Schneider, MSc. (UvA)

Type of course

Basic Courses

Date

November 9, 2012

Location

Universiteit van Amsterdam

Duration

11.00 am - 16.30 pm (drinks afterwards)

Language

Dutch or English (depending on participants)

Content

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.

Format

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.

Methodological and Practical Courses

An Introduction to Bayesian Statistics

Teaching staff

Dr. Eric-Jan Wagenmakers (UvA), dr. Nils Jostman (UvA), Anna van 't Veer, MSc. (UvT), Iris Schneider, MSc. (UvA).

Type of course

Methodological and Practical Courses

Date

September 17, 2012

Location

University of Amsterdam

Duration

1 Day

Language

English

Maximum number of participants

30

Content

Theory and Practice of Bayesian Inference

This course provides a short introduction to Bayesian statistics. The morning programme focuses on Bayesian theory. Theoretical ideas are illustrated with applications to real data. The afternoon programme focuses on Bayesian practice.

This course will help PhD students to review other researchers' work, and, more importantly, knowledge on this topic will help the PhD students decide when it is appropriate to use these methods themselves.

Literature

- Lee, M. D. & Wagenmakers, E. J. (to appear). Bayesian modeling for cognitive science: A practical course. Cambridge University Press. Hoofdstuk 1 en 2 (beschikbaar via: <http://www.ejwagenmakers.com/BayesCourse/BayesCourse.html>)

Methodological Seminars: 1. A Moderated View of Regression

Teaching staff

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

Type of course

Methodological and Practical Courses

Date

September 27, 2012

Location

University of Amsterdam

A Moderated View of Regression: The general linear model and its applications to mediation and moderation

Duration

2 Days

Day 1 on September 27, 2012

Methodological Seminar 1: 10.00 am - 1.00 pm

Methodological Seminar 2: 2.00 pm - 5.00 pm

Day 2 on September 28, 2012

Methodological Seminar 3: 10.00 am - 1.00 pm

Methodological Seminar 4: 2.00 pm - 5.00 pm

Language

English

Enrollment

Please note that the two parts are integrated into a single course. It is not possible to participate in one of the two parts only.

Content

In this class we review the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation and their combination. We discuss a general approach to obtain effect sizes and hypothesis testing for regression, ANOVA and ANCOVA, path analysis, and models with continuous and nominal mediator and moderator variables.

Methodological Seminars: 2. A mix within

Teaching staff

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

Type of course

Methodological and Practical Courses

Date

September 27, 2012

Location

University of Amsterdam

Mixed models, and hierarchical linear models applied to within-subject and hierarchical designs

Duration

2 Days

Day 1 on September 27, 2012

Methodological Seminar 1: 10.00 am - 1.00 pm

Methodological Seminar 2: 2.00 pm - 5.00 pm

Day 2 on September 28, 2012

Methodological Seminar 3: 10.00 am - 1.00 pm

Methodological Seminar 4: 2.00 pm - 5.00 pm

Language

English

Enrollment

Please note that the two parts are integrated into a single course. It is not possible to participate in one of the two parts only.

Content

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different research designs. Student will get familiar with the classical toolbox associated with the regression/ANOVA approach, but generalized to mixed models applied to clustered data.

Methodological Seminars: 3. Practice makes perfect

Teaching staff

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

Type of course

Methodological and Practical Courses

Date

September 28, 2012

Location

University of Amsterdam

Duration

2 Days

Day 1 on September 27, 2012

Methodological Seminar 1: 10.00 am - 1.00 pm

Methodological Seminar 2: 2.00 pm - 5.00 pm

Day 2 on September 28, 2012

Methodological Seminar 3: 10.00 am - 1.00 pm

Methodological Seminar 4: 2.00 pm - 5.00 pm

Language

English

Enrollment

Please note that the two parts are integrated into a single course. It is not possible to participate in one of the two parts only.

Content

Seminar on how to select, estimate and interpret GLM (regression and ANOVA), mixed models, and hierarchical linear models with the help of popular statistical software, such as SPSS, SAS or R (depending on students' preference).

Many practical aspects of the mentioned models are discussed with the help of practical examples. The aim of the seminar is to illustrate some of the major theoretical issue of important statistical models from a very practical point of view. Students will work with the help of the teacher on datasets provided by the teacher in order to concretely solve some statistical challenges, and acquire confidence in every-day data analysis.

Methodological Seminars: 4. Make your data confess!

Teaching staff

Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)

Type of course

Methodological and Practical Courses

Date

September 28, 2012

Location

University of Amsterdam

Duration

2 Days

Day 1 on September 27, 2012

Methodological Seminar 1: 10.00 am - 1.00 pm

Methodological Seminar 2: 2.00 pm - 5.00 pm

Day 2 on September 28, 2012

Methodological Seminar 3: 10.00 am - 1.00 pm

Methodological Seminar 4: 2.00 pm - 5.00 pm

Language

English

Enrollment

Please note that the two parts are integrated into a single course. It is not possible to participate in one of the two parts only.

Content

Seminar on how to select, estimate and interpret results useful for real research problems provided by the students. Students will work with the help of the teacher on their own dataset (or colleagues' datasets). The aim of the seminar is to illustrate how to approach and analyze data from very up-to-date and interesting research designs. Within a certain range, all major topics may be discussed depending on the statistical problems raised by data provided by the students. Students who wish to work with their data in class may want to contact the teacher in advance.

Pursuing a career in or outside science - day 1

Teaching staff

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching)

Type of course

Methodological and Practical Courses

Date

November 13, 2012

Location

Leiden University

Duration

2 Days

Day 1 on November 13, 2012 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 8, 2013 (preparing a cv for 'external' use, how to present yourself to different employers).

Language

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

Enrollment

Please note that 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

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.

Format

This course consists of two parts.

Day 1

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.

Day 2

The second part more explicitly addresses different career possibilities inside and outside science. First, a guest speaker - someone who pursued a career outside the university after completing a Ph.D. in social psychology – will share his/her experiences, to illustrate how the skills acquired during a Ph.D. trajectory may be valued in different types of careers. Subsequently, 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.

Medialab and DirectRT: A practical, hands-on introduction

Teaching staff

Dr. N. Pontus Leander (RuG)

Type of course

Methodological and Practical Courses

Date

December 7, 2012

Location

University of Groningen

Duration

1 Day

Language

English

Content

A hands-on training workshop to learn how to use (a) Medialab software for presentation of experimental tasks, stimuli, and questionnaires, and (b) DirectRT software for subliminal priming procedures and various reaction time tasks (e.g., implicit association tests). For both MediaLab and DirectRT, you will practice building experiments first from pre-built templates and then from scratch. No special skills are required.

Literature

None

Considering the Societal Impact of Research in Social Psychology

Teaching staff

Drs. Leonie van Drooge (Rathenau Instituut), drs. Marije de Goede (Rathenau Instituut), drs. Stefan de Jong (Rathenau Instituut), drs. Evert-Jan van Doorn (UvA), prof.dr. Gerben van Kleef (UvA).

Type of course

Methodological and Practical Courses

Date

December 11, 2012

Location

University of Amsterdam

Duration

1 Day

Language

English

Content

The societal impact of research has been a key part of science policy agendas in European and North American countries since the 1970's. Although societal impact initially had little to no influence on the day-to-day practices of individual researchers and research groups, recent developments have made it a focal point in the acquisition of funding.

Valorizing research (generating social impact) is an increasingly important aspect of doing research. Until this moment, however, valorization may not have been allocated attention by individual researchers and / or research groups. Consequently, a lack of discussion of, and reflection on, the societal impact of research may have led researchers to miss opportunities for applying their research.

The goals of this one-day workshop are to make PhD candidates within the field of Social Psychology and its applications aware of possibilities for valorisation of research, and to enable them to create strategies to do so.

Literature

- Molas-Gallart, J., & Tang, P. (2011). Tracing 'productive interactions' to identify social impacts: an example from social sciences. *Research Evaluation*, 20 (3), 219-226.
- ERiC (2010). *Evaluating the societal relevance of academic research: A guide*, Den Haag: ERiC

Theory-oriented Workshops

IP: Nonverbal Manifestations of Interpersonal Relations: Perspectives from Development, Perception, and Emotions on Social Interactions

Teaching staff

Dr. Ursula Hess (Humboldt University Berlin), dr. Harriet Over (Max Planck Institute, Leipzig), dr. Natalie Sebanz (Central European University), dr. Michael Hafner (UU), dr. Hans IJzerman (UvT)

Type of course

Theory-oriented Workshops

Date

October 4 and October 5, 2012

Location

Utrecht University

This workshop is organized by the KLI Research Group "Interpersonal Processes".

Duration

2 Days

Language

English

Content

The workshop deals with different nonverbal manifestations of interpersonal interactions. Dr. Hess will address how expressions with similar morphologies may mean different things to different people, in different interpersonal relationships. Dr. Over will focus on methodological and conceptual issues examining nonverbal interactions throughout development. Dr. Sebanz will discuss her work on the cognitive and neural mechanisms of joint action (including synchronous movements). Together, the workshop aims to address very basic principles of human social interaction.

Format

Day 1

Dr. Over will discuss basic methodological issues in studying nonverbal manifestations of interpersonal relations, by discussing her work on the priming of touch and subsequent helping behavior in children. After summarizing basic methodological perspectives, she will proceed to address more difficult conceptual issues, such as children's understandings of complex groups. Dr. Sebanz will provide students with a foundation of cognitive and neural

mechanisms, by discussing her findings on joint action (and by discussing her work on task co-representations, joint attention, and temporal coordination). Students will be invited to propose empirical investigations of nonverbal interactions related to their own work, and work together with Over and Sebanz and each other to plan studies to illuminate interpersonal processes of interest to the students.

Students will be asked to submit brief abstracts prior to the meeting. Based on these abstracts, the coordinators will invite students whose research closely related to the topic of the morning presentation to give a presentation. Students may comment on the relationship between their own work and the teachers' work if it makes sense to do so. Also on this day, extensive feedback on the student's work will be of central interest.

Then, students will be divided into small groups, in which they discuss how the presented theory 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 by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants may learn for their own research endeavors.

Day 2

On the second day Dr. Hess will present her work on the different morphologies of emotions, and what they may mean in specific interpersonal relations.

In the afternoon, students will give presentations about their research ideas formed on Day 1. Participants will get detailed feedback from our three guests, the two teachers from the KLI and the other participants of the workshop. Day 2 shall end with an integrative discussion.

Literature

To be announced

Joint Seminars

Turning points in Negotiations

Teaching staff

Prof. Dan Druckman, dr. Fieke Harinck

Type of course

Joint Seminars

Date

October 10, 2012

Location

Leiden University

Duration

1 Day

Language

English

Content

In the morning, there will be a plenary presentation by prof. Druckman about his work on turning points in negotiations. For this presentation, staff and students of Social and Organizational Psychology are also invited. This presentation is followed by a presentation by dr. Harinck about her recent work (in collaboration with prof. Druckman) about interventions in negotiations.

In the afternoon, participants will break up in groups of three to four members. Each group reads a narrative about turning points in negotiations. Four discussion questions are included in the narrative. The discussion questions are first discussed within the smaller subgroups, and the answers will be presented during a final classroom discussion.

About Professor Daniel Druckman:

Professor Druckman was formerly the Vernon M. and Minnie I. Lynch Professor of Conflict Resolution at George Mason, where he coordinated the doctoral program at the Institute for Conflict Analysis and Resolution. He is currently professor of public and international affairs at George Mason and a distinguished scholar at the University of Southern Queensland's Public Memory Research Centre. He has also been a professor at the University of Queensland in Brisbane, Australia, a member of the faculty at Sabanci University in Istanbul, a visiting professor at National Yunlin University of Science and Technology in Taiwan and at the University of Melbourne and the Australian National University in Australia. In 2008, he was an Alcoa Visting Professor at the University of Western Australia iun Perth. He has held senior positions at several consulting firms as well as at the U.S. National Academy of Sciences in Washington D.C.

Dr. Druckman received his Ph.D. from Northwestern University and was awarded a best-in-field prize from the American Institutes for Research for his doctoral dissertation. He is the recipient of many awards for his research and teaching including, in 2003, the Lifetime Achievement Award of the International Association for Conflict Management. In addition to experimental and comparative case research on negotiation, he has written extensively on such topics as electronic mediation, nationalism, peacekeeping, distributive and procedural justice, human performance and research methods.

Literature

To be announced

The Cultural Life of Emotions

Teaching staff

Dr. Patricia Rodriguez Mosquera (Wesleyan University), dr. Seger Breugelmans (UvT), drs. Yvette van Osch (UvT), dr. Hans IJzerman (UvT)

Type of course

Joint Seminars

Date

November 28, 2012

Location

Tilburg University

Duration

1 Day

Language

English

Content

The workshop deals with how emotion-related behavior may differ across diverging contexts and different cultures. The aim of the workshop is to explicate differences that are informative about basic functions of social emotions, as they provide information on the conceptual content of these different emotions.

Dr. Rodriguez Mosquera will teach students about her work on differences in social contexts (for instance honor vs. non-honor cultures) and how these may influence the experience and expression of emotions. Dr. Seger Breugelmans will teach students how to balance universals and culture-specifics in emotion.

Literature

To be announced

Research Group Meetings

Group Processes and Intergroup Relations Research Meeting

Teaching staff

Coördinatoren: dr. Bertjan Doosje (UvA), dr. Belle Derks (UL), dr. Nina Hansen (RuG), Lise Jans, MSc. (RuG), Namkje Koudenburg, MSc. (RuG)

Type of course

Research Group Meetings

Date

November 1 and November 2, 2012

Location

University of Groningen

Duration

2 Days

Language

English

Content

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.

Ph.D. students are expected to (informally) present their own research once a year in these meetings 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.

Social Cognition Research Meeting

Teaching staff

Coördinatoren: prof.dr. Jens A. Förster (UvA), dr. Kai Epstude (RuG), dr. Esther K. Papies (UU)

Type of course

Research Group Meetings

Date

November 29 and November 30, 2012

Location

University of Groningen

Duration

2 Days, 10.00 am - 5.00 pm

Language

English

Content

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.

Ph.D. students are expected to (informally) present their own research once a year in these meetings 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.

2012-2013 2nd Semester (January – June 2013)

Basic Courses

How to Publish and Review

Teaching staff

Prof.dr. Tom Postmes (RuG), prof.dr. Russell Spears (RuG)

Type of course

Basic Courses

Date

March 14 and March 15, 2013

Location

University of Groningen

Duration

2 Days

Language

English

Maximum number of participants

25

Content

The focus of Day 1 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).

The focus of Day 2 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.

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.

Format

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.

Literature

To be announced

How to Present

Teaching staff

Dr. Fieke Harinck and dr. Marret Noordewier

Type of course

Basic Courses

Date

May 30 and May 31, 2013

Location

Leiden University

Duration

2 Days

Language

English

Maximum number of participants

15

Content

The course will focus on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.

Literature

To be announced

Methodological and Practical Courses

Pursuing a career in or outside science - day 2

Teaching staff

Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching)

Type of course

Methodological and Practical Courses

Date

January 8, 2013

Location

Leiden University

Duration

2 Days

Day 1 on November 13, 2012 (theory and data, analysis of own career development goals, assignments for second part).

Day 2 on January 8, 2013 (preparing a cv for 'external' use, how to present yourself to different employers).

Language

Dutch or English (depending on participants). In view of the nature and goals of the course (focusing on personal development and practicing a.o. how to present yourself orally and in writing on the Dutch labor market), the preferred language of interaction during the meetings will be Dutch.

Enrollment

Please note that 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

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.

Format

This course consists of two parts.

Day 1

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.

Day 2

The second part more explicitly addresses different career possibilities inside and outside science. First, a guest speaker - someone who pursued a career outside the university after completing a Ph.D. in social psychology – will share his/her experiences, to illustrate how the skills acquired during a Ph.D. trajectory may be valued in different types of careers. Subsequently, 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.

Writing an academic paper: The 4 W's approach

Teaching staff

Dr. Diana Boer (Jacobs University Bremen), dr. Astrid Homan (UvA)

Type of course

Methodological and Practical Courses

Date

February 15, 2013

Location

University of Amsterdam

Duration

1 Day

Language

English

Content

The goal of each graduate project should be that the results are published and made available to a broad audience. However, starting academic writing might be one of the biggest challenges for young scientists. Even many experienced academics find this one of the most difficult parts of their job. How do you write a good article? Although most of us theoretically know how to write, this might not always result in the best possible paper.

In this course, we will focus on the key elements of academic writing by introducing the four W's method, which can help you to sell your paper to a large audience. We will teach how to phrase and place the four W's in your paper and explain how this will help you to highlight the contribution of your research. Furthermore, we will address the inside-outside method of writing, which can help you write faster and more cohesive. We will explain strategies and techniques to draft an article from the first to the last sentence and thereby help you to become a more efficient writer. Finally, attention will be paid to building up cohesive and persuasive arguments.

The course is developed for more senior PhD students, who have been working on their first papers already. This workshop goes beyond the "How to Publish and Review" course by providing you with specific tools for efficient writing from title to reference list. Additionally, we will zoom in on different publication area's (both social and organizational psychology) in order to address different requirements and specific "game rules".

All attendees will send in an introduction of a paper that they are already working on and the teaching staff will give feedback in line with the information provided in the course. During the workshop, the students will actively work on implementing the new writing techniques in their own work. Additionally, they will work together in groups and provide feedback to each other. After the workshop, students will submit their revised introductions implementing the new

writing techniques.

Literature

We like to advise two different sets of articles which are aimed at writing in the respective fields. Of course, many suggestions and tips are relevant for both groups, and we will discuss these in detail during the workshop.

For Social Psychologists:

- Bem, D. J. (1995) Writing a review article for Psychological Bulletin. Psychological Bulletin, 118, 172-177.
- Bem, D. J. (2003) Writing the Empirical Journal Article. A version of this article appears in Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). The complete academic: A practical guide for the beginning social scientist (2nd Edition). Washington, DC: American Psychological Association.

For Work- and Organizational Psychologists:

- Publishing in AMJ Series: Part 1 to 5:
 - June 2011: Jason A. Colquitt, Gerard George. Publishing in AMJ Part 1: Topic Choice
 - August 2011: Joyce E. Bono, Gerry McNamara. Publishing in AMJ Part 2: Research Design
 - October 2011: Adam M. Grant, Timothy G. Pollock. Publishing in AMJ Part 3: Setting the Hook
 - December 2011: Raymond T. Sparrowe, Kyle J. Mayer. Publishing in AMJ Part 4: Grounding Hypotheses
 - February 2012: Yan (Anthea) Zhang, Jason D. Shaw. Publishing in AMJ Part 5: Crafting the Methods and Results

Introduction to Structural Equation Modelling (using EQS)

Teaching staff

Dr. Bertjan Doosje (UvA)

Type of course

Methodological and Practical Courses

Date

March 11, 2013

Location

Leiden University

Duration

1 Day

Language

English

Maximum number of participants

25

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, all participants will have access to a computer. They receive a dataset and an assignment to run some EQS-analyses themselves.

In addition, it is also possible to bring your own data (if you have any) and make a start analyzing them with EQS during the third and final part of the day.

Please bring a USB-stick!

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.

Conducting Field Experiments

Teaching staff

Dr. Wesley Schultz (California State University), dr. Kees Keizer (RuG), dr. Jan Willem Bolderdijk (RuG), prof.dr. Linda Steg (RuG)

Type of course

Methodological and Practical Courses

Date

May 14 and May 15, 2013

Location

University of Groningen

Duration

2 Days

Language

English

Content

One of the first methodological issues that behavioral researchers face is whether to conduct their studies in the laboratory or in the field. Often researchers rely on studies in the lab, because it is believed that lab studies allow researchers to have more control over the study. Another, maybe even more important reason, is that researchers are often far more familiar with designing and executing lab studies. But in recent years, there has been a resurgent interest in using field experiments, and there is a growing recognition of their importance in understanding human behavior. First, field experiments typically have high external validity, that is, the results and conclusions of field experiments are often more easily generalized to the population at large than results from lab studies. Second, field experiments and its results are often more insightful, compelling and convincing to a broad audience. Due to this appealing factor, field researchers have managed to attract attention and resources from practitioners, policy makers and media.

This workshop will provide the participants with training in field experiments. The workshop will focus on deciding when field experiments may be worthwhile, key methodological considerations, and the scope, limitations and merits of field experiments. Students will learn and practice which issues to consider when designing and conducting field experiments. The lecturers have considerable experience in designing and conducting field experiments, and will share their expertise and experiences with the students. The lectures are highly interactive. Students are expected to be actively involved and respond to the topics being discussed, and to actively apply the knowledge gained by designing their own field experiments.

Literature

To be announced

Theory-oriented Workshops

SC: Grounded Conceptual Processing in Social Cognition, Motivation and Emotion

Teaching staff

Prof.dr. Lawrence W. Barsalou (Emory University), prof.dr. Henk Aarts (UU), dr. Esther Papies (UU), prof.dr. Jens Förster (UvA), dr. Kai Epstude (RuG)

Type of course

Theory-oriented Workshops

Date

March 7 and March 8, 2013

Location

Utrecht University

This workshop is organized by the KLI Research Group "Social Cognition".

Duration

2 Days

Language

English

Content

Research on embodied or grounded cognition increasingly indicates that conceptual processing is grounded in the body, in physical and social situations, and in the brain's modal systems for perception, action, and internal states. This workshop explores implications of this grounded cognition perspective for current research on social cognition broadly, but also explores how grounded cognition can be applied to the domains of motivation and emotion. Of primary interest will be understanding the roles that grounded conceptual processing may play in those (social) phenomena that are of interest to workshop participants.

Format

Day 1

On Day 1 of this workshop, Prof. Barsalou will give a lecture on conceptual processing from the perspective of grounded cognition, focusing on the central mechanisms of simulation and situated conceptualization. Of particular interest will be how these mechanisms produce emotion and experiences of stress. For example, the perspective of grounded cognition can be applied to understanding how we interpret social situations and affective bodily states, and how this shapes emotions. This lecture will be followed by a plenary discussion, which also builds on the readings and discussion questions prepared by participants in advance. In the afternoon, there will be ample opportunity for PhD students to present their work and receive feedback from Prof. Barsalou and other workshop participants.

Day 2

Day 2 will begin with a lecture by Prof. Barsalou that aims to stimulate discussion by exploring possible roles of grounded conceptual processing in motivation, decision making, experiences of agency, creativity, self-regulation, and other research areas of interest to workshop participants. This will be followed by a presentation by dr. Esther Papies, applying the grounded cognition perspective to processes of self-regulation. A plenary discussion about the issues raised by the morning lectures will follow. After lunch, the workshop will be split into groups to stimulate further discussion and work on a group assignment. After brief presentations of the results of the subgroups, there will again be time for research presentations by PhD students.

Literature

To be announced

Self Control and Self Motivation: Theory and Practice

Teaching staff

Prof.dr. Ayelet Fishbach (University of Chicago Booth School of Business), dr. Kai Epstude (RuG), prof.dr. Henk Aarts (UU), dr. Esther Papies (UU)

Type of course

Theory-oriented Workshops

Date

April 16 and April 17, 2013

Location

Utrecht University

Duration

2 Days

Language

English

Content

In this workshop, Ayelet Fishbach will present her work from a theoretical (day 1) and a practical (day 2) perspective. Fishbach's work focuses on self-control (such as when people try to resist temptations) and (self-) motivation. In her theoretical work, Fishbach points to important differences in interpretation of success and goal attainment, such as when people think that goal attainment means "I am there" - resulting in motivational relaxation- versus "I am really motivated" – and then motivation increases. Further, in her work on self regulation, she points to automatic routines that can support resisting temptations and staying on track. While these models challenge many motivation theories and theories in the domain of decision making and are of high theoretical relevance, they also have important implications for everyday life and health related issues. These implications will be discussed.

Format

Day 1

Theoretical Issues:

Professor Fishbach will present an overview of her current work on self control and self motivation. In her talk, she will discuss the differences and the commonalities among recent models of self control. Participants are requested to read key papers, and to prepare questions for her. In the afternoon, students whose work is related to these topics can present and discuss their work. At the end of the day, students and teaching staff will engage in a plenary discussion with Professor Fishbach to address the pros and cons of automatic effects in self control. When would automaticity in goal pursuit help and when would it impair goal pursuit? Do we need motivation to explain results of automated routines during goal pursuit? What are the principles of motivational science? Do they differ from cognitive principles?

Day 2

Applied Issues:

On the second day, Professor Fishbach will give an overview of her work from a practical perspective. How can the knowledge gained by her research be used to improve peoples' health and motivation and decision making in general? In the afternoon, students whose research is more applied and 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 Fishbach' issues raised during his overview. A plenary discussion on how we can "give psychology away" to practitioners, and on how to frame research questions in order to make them more interesting for non-experts will end the session.

Literature

Counteractive control

Fishbach, A., & Shen, L. (2012). The explicit and implicit ways of overcoming temptation. In Sherman, J. W., Gawronski, B., & Trope, Y. (Eds.), *Dual Process Theories of the Social Mind*. New York: Guilford Press.

http://faculty.chicagobooth.edu/ayelet.fishbach/research/FS_DualProcess.pdf

Sheldon, O. J., & Fishbach, A. (2011). Resisting the temptation to compete: Self-control promotes cooperation in mixed-motive interactions *Journal of Experimental Social Psychology*, 47, 403-410.

http://faculty.chicagobooth.edu/ayelet.fishbach/research/Sheldon_FishbachJESP.pdf

Feedback

Fishbach, A., & Finkelstein, S. R. (2012). How feedback influences persistence, disengagement, and change in goal pursuit. In H. Aarts. & A. Elliot (Eds.), *goal-directed behavior* (pp. 203-230). Psychology Press.

http://faculty.chicagobooth.edu/ayelet.fishbach/research/Feedback_Frontiers.pdf

Fishbach, A., Henderson, D. H., & Koo, M. (2011). Pursuing goals with others: Group identification and motivation resulting from things done versus things left undone. *Journal of Experimental Psychology: General*, 140, 520-534.

http://faculty.chicagobooth.edu/ayelet.fishbach/research/FHK_jepg2011.pdf

Self-Regulation of Effort: Social-Cognitive, Motivational, and Physiological Processes

Teaching staff

Prof.dr Guido Gendolla (University of Geneva), dr. Nils Jostmann (UvA), dr. Lotte van Dillen (UL), dr. Sander Koole (VU)

Type of course

Theory-oriented Workshops

Date

April 25 and April 26, 2013

Location

VU University Amsterdam

Duration

2 Days

Language

English

Content

How much do we exert ourselves in our goal pursuits? When are we prepared to step up our efforts and when do we decide to call it a day? These questions relate to the vital task of effort mobilization. Effort mobilization processes are fundamental to understanding a wide range of social and behavioral phenomena. Nevertheless, research has only recently begun to unravel the cognitive and physiological processes that underlie effort mobilization. Prof Gendolla and his associates at the Geneva Motivation Laboratory have been at the forefront of these developments. Their work has highlighted the crucial role of the cardiovascular system in effort mobilization. Prof. Gendolla has further studied how effort mobilization is influenced by the self, emotion, and unconscious processes. In this workshop, Prof. Gendolla will review basic principles of effort mobilization and showcase the most recent advances in this area. We will also consider how effort mobilization processes may illuminate a host of social and social-cognitive phenomena.

Format

In the morning sessions, Prof Gendolla will provide an overview of his work. On Day 1, he will present his work on the psychophysiology of effort mobilization. On Day 2, Prof Gendolla will present his latest research on the cognitive, emotional, and motivational dynamics of effort mobilization. In the afternoon sessions, participants will present their work and we will engage in discussions. In addition, all participants will work on an exercise under the guidance of the teaching staff.

Literature

To be announced

Evolutionary Social and Organizational Psychology

Teaching staff

Prof.dr. Mark van Vugt (VU), dr. Thomas Pollet (VU) , dr. Joshua Tybur (VU)

Type of course

Theory-oriented Workshops

Date

May 16, 2013

Location

VU University Amsterdam

Duration

1 Day

Language

English

Content

This 1-day workshop will provide an introduction into the fast-grown field of evolutionary psychology, which is labeled by some theorists as the "new science of the mind (Buss, 2007; Pinker, 2002)." Evolutionary psychology, which has its roots in evolutionary biology, assumes that the human mind and human behavior are products of evolution through natural selection. Evolutionary thinking has now permeated virtually all areas of psychological science, from cognitive to developmental and from social to organizational psychology. In this 1-day workshop students will get an introduction into the historical and theoretical development of this field with a particular emphasis on theories and applications in the domain of interpersonal, group, and intergroup relationships.

The aim of the workshop are three-fold: (a) introduction of the core theories and assumptions of evolutionary psychology; (b) increase understanding of the relevance of evolutionary theorizing for interpersonal, group and intergroup phenomena; (c) offer practical suggestions how to use evolutionary thinking to generate hypotheses and conduct research in social and organizational psychology.

Format

After a welcome, the workshop teacher will give an introduction into the field of evolutionary psychology by discussing relevant theories (such as parental investment theory and costly signaling theory), relevant concepts (such as fitness, selection pressures, adaptive problems etc), relevant methodologies for studying evolutionary hypotheses (from genetics and neuroscience to psychological survey and experiment) and potential criticisms. There will be a particular focus on applications relevant to social and organizational processes.

Subsequently, workshop participants will work together in small groups to come up with evolutionary hypotheses about different key topics such as mating, status, altruism, morality, prejudice, intergroup relations etc. Their ideas will be

discussed in the plenary session.

In the afternoon session the teacher will talk about his own research on evolutionary approaches to different group phenomena such as leadership, mating, cooperation and intergroup relations.

Thereafter, the students will give short informal presentations about how their PhD-research could potentially benefit (or not benefit) from adopting an evolutionary approach.

Literature

- Buss, D. (1995). Evolutionary psychology: A new paradigm for Psychological Science. *Psychological Inquiry*, 6, 1-30
- Van Vugt, M., De Cremer, D., & Janssen, D. (2007). Gender differences in cooperation and competition: The male warrior hypothesis. *Psychological Science*, 18, 19-23.

GP&IR: The Ironic Effects of Intergroup Contact

Teaching staff

Prof.dr. John Dixon (Open University, UK), dr. Belle Derks (UL), dr. Colette van Laar (UL).

Type of course

Theory-oriented Workshops

Date

May 23 and May 24, 2013

Location

Leiden University

This workshop is organized by the KLI Research Group "Group Processes and Intergroup Relations".

Duration

2 Days

Language

English

Content

In this workshop Dr. Dixon will present a detailed analysis of the ironic effects of intergroup contact for building a more tolerant and integrated society. Over the years, research on strategies to ameliorate relationships between groups has led to the conclusion that, under the right conditions, contact between members of different groups is one of the most promising strategies to reduce prejudice and promote positive relations between groups. In this workshop, Dr. Dixon will present the possible negative consequences of inducing intergroup harmony in societies that are traditionally unequal (e.g., post-Apartheid South Africa, desegregated United States). Previous research on the contact hypothesis has mainly focused on its beneficial effects for reducing prejudice and negative stereotypes among members of the traditionally advantaged group (the prejudice reduction perspective). However, taking a collective action perspective, Dr. Dixon's work reveals how positive intergroup contact can stand in the way of increased social equality, as it undermines perceptions of discrimination and group-level inequality among disadvantaged group members. As such, harmonious intergroup contact may have the paradoxical side effect of diminished recognition of ongoing systemic injustice and reduced motivation to resist inequality among the disadvantaged.

GP&IR: You Are Who You Know: The Interpersonal Basis of Ethnic Attitudes

Teaching staff

Prof.dr. Stacey Sinclair (Princeton University), prof.dr. Bertjan Doosje (UvA), dr. Belle Derks (UL) and dr. Nina Hansen (RuG)

Type of course

Theory-oriented Workshops

Date

June 5 and June 6, 2013

Location

University of Amsterdam

This workshop is organized by the KLI Research Group "Group Processes and Intergroup Relations".

Duration

2 Days

Language

English

Content

Each day we are likely to interact with a variety of people, such as friends, relatives, and workmates, each of who has different thoughts and expectations. My research examines how participating in different interpersonal interactions shapes our self-understanding and evaluations of others, with a focus on outcomes related to ethnic and gender stereotyping, prejudice and discrimination. One line of research shows that individuals' stereotype-relevant self-views are shaped by the apparent beliefs of others. Individuals will engage in self-stereotyping when they want to get along with someone who seems to think stereotypes of their group are true, even if doing so may have non-relational negative consequences. A second line of research shows that although people cannot consciously control their level of implicit prejudice, this form of prejudice can shift as a function of fleeting interpersonal interactions. A final line of research examines the impact of contact with members of other ethnic groups, and one's own ethnic group, on one's degree of prejudice. Overall, my work suggests interpersonal interactions are a vehicle by which cultural phenomena (e.g., stereotypes, prejudice) become individual thought.

See: <http://psych.princeton.edu/psychology/research/sinclair/>

Literature

To be announced

Research Group Meetings

Interpersonal Processes Research Meeting

Teaching staff

Coördinatoren: dr. Michael HÃ¶fner (UU) and dr. Hans IJzerman (VU)

Type of course

Research Group Meetings

Date

April 8, 2013

Location

Tilburg University

Duration

1 Day, 10.00 am - 5.00 pm

Language

English

Content

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.

Ph.D. students are expected to (informally) present their own research once a year in these meetings 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.

Group and Organizational Processes Research Meeting

Teaching staff

Coordinators: dr. Wolfgang Steinel (UL) and dr. Annebel de Hoogh (UvA)

Type of course

Research Group Meetings

Date

April 19, 2013

Location

University of Amsterdam

Duration

1 Day, 10.00 am - 5.00 pm

Language

English

Content

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.

Ph.D. students are expected to (informally) present their own research once a year in these meetings 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.